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ABSTRACT

A decade-long federal disinvestment in public education has hurt the quality of education and the quality of life for millions of American youth. The nation's economic and social conditions reflect the damage wreaked by this neglect. Recent years have seen increasingly troubled schoolchildren, crumbling school infrastructure, teacher attrition, and inadequate textbook and equipment budgets. The United States' commitment to provide educational opportunity must be adequate and consistent if the nation is to thrive. The limited federal resources available for developmental preschool education, bilingual education, programs for learning or physically disabled students, and postsecondary student aid force local school officials to make difficult decisions regarding who is served. This report argues for a reversal of federal financial neglect of education, highlighting states' growing inability to foot the education bill, and presenting charts that estimate the cost of providing adequate resources to serve all eligible students in needs-based programs. Funding charts showing state apportionments are included for Chapter 1 compensatory education programs, education block grants, impact aid, bilingual education, disabilities education, vocational education, adult education, mathematics and science teacher education, Pell grants for postsecondary student aid, school lunch child nutrition programs, and the supplemental feeding program for women, infants, and children. (MLH)

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FEDERAL EDUCATION FUNDING

THE COST of EXCELLENCE

nea
NATIONAL EDUCATION ASSOCIATION

EA 023 674

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Preface

The American people demand the best, in education as in every other aspect of their lives. By overwhelming numbers, Americans support improvements in education at every level.

And yet, increasingly, Americans recognize that it isn't enough just to raise educational standards and expectations. Goals for achievement are important. But we must also establish goals and standards for programs to help students meet those higher expectations.

Since 1965, the federal government has had a significant responsibility to assist state and local education authorities expand access to education. But during the 1980s, the trend toward bringing more and more students into the mainstream was reversed. The commitment of the federal government to assist students and public schools fell sharply—even as the needs increased in response to two opposing trends: the growing number of children with economic, social, or physical disadvantages and the drive for education reform and renewal.

Access to quality education for every student must become the yardstick by which we measure our effort — at the local, state, and national level. At the national level, that translates into full funding for core education and human development programs, including Head Start, Chapter 1 compensatory math and reading programs, education for disabled students, and postsecondary student aid.

Many recent reports, including studies done by the Congressional Research Service and the U.S. Department of Education itself, outline how much ground federal education programs have lost over the past decade. Since 1980, participation in federally funded remedial math and reading programs fell by 8 percent; the number of districts receiving Impact Aid funds fell by 40 percent; the purchasing power of the average postsecondary student aid Pell Grant fell from one-fourth of the cost of attending a public university to one-fifth.

"The Cost of Excellence" tells a different story. This book details what resources it will take to expand full access to excellence for students and children in 14 essential federal programs.

Americans must turn their attention away from the question of why federal resources for education have been reduced and ask when this prosperous nation will fully implement effective programs that meet national education priorities. No investment is more critical to our nation's future.

Keith Geiger
NEA President
June 1991

THE COST OF EXCELLENCE

Frequently people assert that American public education can be dramatically improved with this or that innovation or adjustment — with little or no money. With few exceptions, they are not the ones who work in the schools themselves!

Those who work in the schools on a day-to-day basis — and a growing number of business leaders and the general public — recognize the truth in the words of the 1983 Nation At Risk report: "Excellence costs, but mediocrity costs far more." The phrase has been a rallying cry for education advocates. But it has not been fully accepted by federal officials responsible for federal education programs.

A decade-long federal disinvestment in public education has hurt the quality of education — and the quality of life — for millions of American youth. And our economic and social conditions reflect the damage this disinvestment has wreaked.

■ The problems children bring to school are growing in number and intensity; the infrastructure of the schools is crumbling at an alarming rate; and education employees are forced to leave schools for better-paying careers.

■ Academic course offerings are often dropped; thousands of teachers must cover classes outside of their area of preparation; and schools frequently must delay textbook purchases year after year.

■ The information revolution has failed to reach thousands of schools and millions of students, because computers are — too often — one of the "frills" that must be cut in lean budget years.

Over the years, there are swings in support for education. Education, as a whole, is able to make up the difference, statistically and on the average. Schools may survive the lean times and go on to restore programs and improve facilities. But one can't go back and change history for the students who are denied opportunities because — for the years they needed assistance — the funding didn't come through.

Our society's commitment to provide educational opportunity must be adequate and it must be consistent if our nation is to remain consistently successful.

National Goals and Federal Involvement

"We can't expect to remain a first-class economy if we settle for second class schools. It's time our education system became the finest in the world."

President George Bush
February 27, 1991

America cannot afford to continue to underfund education. Shortages in skilled workers threaten our economic posture in a global economy. Short term savings by shortchanging early intervention programs, such as Head Start and Chapter 1 compensatory math and reading programs, cost the public far more in the long run through remedial education, high dropout rates, and the cost of criminal justice and public assistance programs.

State and local officials — and the parents, teachers, and students themselves — have reached a point where they can fairly ask federal officials, "If you expect us to expand and improve our education efforts, what will you do to help?"

In February 1990, President George Bush and the nation's 50 governors set forth six ambitious National Education Goals. More than a year later, the parties to that agreement are involved in a debate over what process they will use to assess progress toward the National Education Goals. The missing element is a thoughtful and systematic analysis of what resources, programs, and policies are required to achieve them.

Like many difficult problems, the solution is difficult to find because it is too obvious. The seeds of success exist in programs that are in place today: **Set high expectations and provide a high degree of support to students to meet those expectations.**

Head Start, Chapter 1 math and reading programs, child nutrition and health programs, established 26 years ago, grew out of an analysis that reads like today's news:

■ students who grow up in economically disadvantaged circumstances have unique obstacles to academic success;

■ meeting students' physical and emotional needs helps improve their academic achievement;

■ unless students are provided early assistance in the building blocks of learning, they may be doomed to academic and economic failure.

It has become fashionable to say that we cannot succeed by providing more of the same or that we cannot solve our educational needs by throwing money at the problem. And yet, even President Bush envisions a major infusion of dollars in developing the New American Schools, proposed as part of the America 2000 campaign announced in April 1991.

No one has devised a method to provide quality educational opportunities without first-class professional educators with the time to devote intensive attention to students. Using innovative technology in instruction requires an investment in equipment and training. Providing smaller classes and schools in order to devote more individualized attention to unique student skills and needs is expensive, but effective.

In talking about successful federal education programs, such as Head Start and Chapter 1, more of the same and money is exactly what they need.

Public School Infrastructure: Wolves at the Door

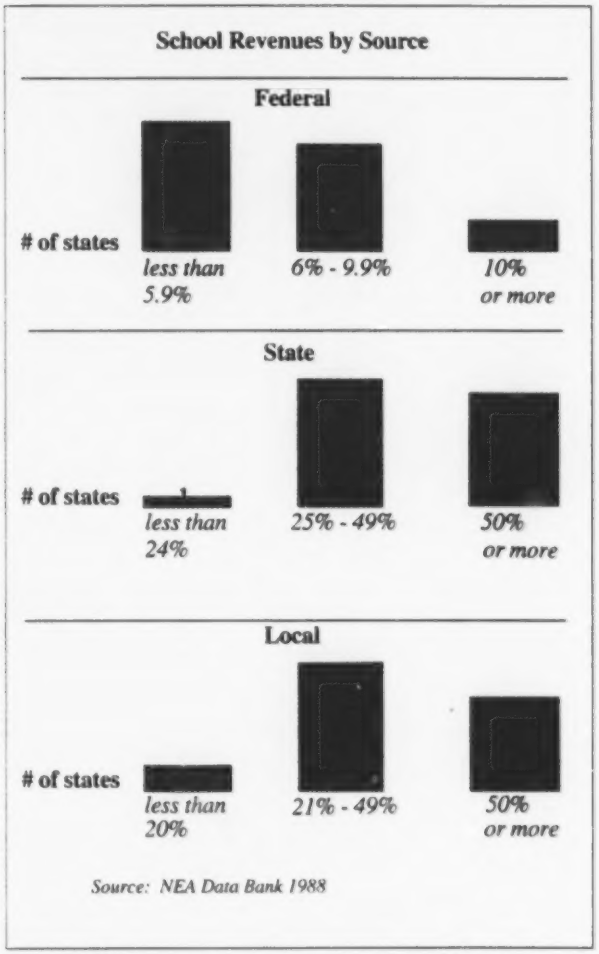
- One-fourth of all public school buildings need major repair work.
- 22 percent of public school buildings were built before 1949; about 50 percent were built before 1959.
- America's public schools need some $84 billion for new construction and $41 billion for maintenance and repairs.

Source: Education Writers of America, April 1989

Neglect: The Key to Inequity

Most federal education programs distribute funds according to formulas that direct resources to students and schools that need help most. In years of increases, the formulas promote equity. But when funds are reduced — through across-the-board cuts, for example — school districts in relatively wealthy communities are better able to make up the difference; school districts with the fewest resources and the most challenging students to serve are far more seriously affected. Even so, relatively well-off school districts are frequently hampered by statutory or constitutional limits on the amount they can generate in local funds.

When there is a squeeze between federal reductions and local economic, political, or legal constraints, everyone in the community suffers — school staffs, students, and ultimately the community itself.



Today, state after state is grappling with serious revenue shortfalls that force deep cuts in the largest single budget item: education. In March 1991, some 10,000 education employees in California and 18,000 education employees in New York state received layoff notices. Across the nation, state budget cuts resulted in layoffs, cancelled academic programs, increased tuition for state colleges and universities, and reductions in salary and benefits for thousands of instructional personnel.

For those communities hardest hit by economic conditions, achieving ambitious National Education Goals seems far out of reach. Many school districts must cope with inadequate resources to provide even basic education opportunity.

The federal government must play a major role in helping to equalize educational opportunities, provide impetus, guidance, and resources for innovation and restructuring, and honor the traditional federal commitment to meeting special needs.

Education and the Economy

Improving one's standard of living and assuring one's children are successful are central elements of the American dream. The unquestioned relationship between education and personal success is one reason education appears high on the list of American's national priorities.

- **A high school diploma increases annual earnings for an entry-level job by almost $1,000.**
- **A college degree increases annual earnings for an entry-level job by more than $9,000.**

Indeed, the interest in education is compounded by the growing concern among the business community about the future work force. Equity and access are now vital economic development issues, given projections for a work force that will be increasing female and ethnically diverse.

According to the Congressional Research Service, jobs requiring the highest level of educational attainment will increase far faster than those at lower levels. By the year 2000, the number of managerial, professional, and highly technical jobs will increase by 29 percent; for moderately high level technical, health, and sales careers, the number of jobs will increase by 20 percent; the number of moderately low level production, craft, and service occupations will grow by 14 percent; and the number of laborers, food preparation, cleaning and maintenance jobs will grow by 14 percent.

These trends have serious implications for social justice in America, given the dropout rates by race and ethnic background. As of 1989, some 13 percent of whites between the ages of 16-24 had not graduated from high school and were out of school; the corresponding number for Blacks was 15 percent, for Hispanics 36 percent, and for Alaska Natives/American Indians, 36 percent (Massachusetts Institute of Technology, 1989).

Leading economists and business executives have come to agree with educators that concentrated human and community development programs are necessary to meet high educational goals and standards. For the past several years, the Committee for Economic Development has issued annual reports calling for smaller classes, smaller schools, diverse programs and coordinated family support programs — including nutrition, health care, counseling, and recreation.

> ***Solutions to the problems of the educationally disadvantaged must...reach beyond the traditional boundaries of schooling to improve the environment of the child. An early and sustained intervention in the lives of disadvantaged children both in school and out is our only hope for breaking the cycle of disaffection and despair.***
>
> *Committee for Economic Development*
> *Investment Strategies for the Educationally Disadvantaged, 1987*

A network of intensive student and family support, coordinated with other local- and state-supported services, must be elements of the American public school system. Otherwise, the one-fifth of American children who live in poverty will continue to endure substandard conditions and lowered expectations. Our national education policies and goals must move to address the realities in our society and in our schools.

Coordinated Childhood Programs

In May 1991, the state of New Jersey announced the creation of an interagency initiative called FamilyNet targeted at 30 special needs school districts. The purpose of the project is to coordinate health, social service, education, and other state and local services to fill in gaps and avoid duplication.

Reducing class size or school size, expanding the diversity and enhancing the quality of academic programs, fully meeting the human needs of disadvantaged students do require significant resources. And yet, they yield tremendous long term benefits for our society as a whole. Moreover, they are strongly supported by the American people.

Education is a key priority for the American people. A May 1991 Wall Street Journal/NBC News poll showed more Americans identify education as the most important national issue, more than economy, jobs, or drug abuse.

According to a 1987 Gallup Poll, nine out of 10 Americans believe that the future strength of the United States depends more on education than on industrial efficiency or military superiority.

Elementary and Secondary Education: Who Pays?
(1990-91 — in billions)

Federal	State	Local
$13.5	$107.6	$96.9
6.2%	49.3%	44.5%

Source: NEA Estimate of Statistics, 1991

Moreover, Americans support a significant federal role in funding education. A 1990 Gallup Poll showed that 26 percent of Americans believe that federal government should have the primary role in funding education, the same percentage of Americans who believe that local government should have the primary role.

Public Support for Education Spending

Do you think spending on public schools should increase, decrease, or remain the same?

66%	3%	28%
Increase	Decrease	The same

Would you be willing to pay higher taxes for that?

91%	8%
Yes	No

Source: AP/Media General, May 1989

At a time when the nation is working to achieve ambitious *national* goals, while the economic circumstances and student needs vary so widely from locality to locality and state to state, no other entity — besides the federal government — has the resources or scope to direct resources to educational improvement in a meaningful way.

A Decade of Regression

> *No research has been able to show that a school with high expectations and no German teacher will produce students who speak German, or that a school with orderly classrooms and no laboratory facilities will train its students to be good scientists*
>
> Arthur E. Wise, 1989
> *President*, National Council for the Accreditation of Teacher Education

No matter how one looks at it, the federal commitment to public education declined over the 1980s. According to the U.S. Department of Education, federal funding for a dozen education, job training, nutrition, and childhood development programs were cut by more than 15 percent, after accounting for inflation, between 1980 and 1990. Federal resources for postsecondary education were slashed by almost one-fourth (*Federal Support for Education: Fiscal Years 1980 to 1990*, May 1991).

Recent efforts to provide increases in essential federal education priorities have done little more than restore some of the losses to a few of the programs. For example, two of the largest elementary and secondary education programs — Chapter 1 compensatory education and the Individuals with Disabilities Education — and the largest postsecondary education program — Pell Grants — show increases over the decade. But despite such increases, funding levels have not kept pace with either growing student needs or escalating costs of education services. And in many cases, increases for such priorities have been provided at the expense of other essential education objectives.

Funding for programs to address the needs of disadvantaged students, for example, declined or stayed even while the population of students in poverty grew. Between 1979 and 1989, the number of children living in poverty grew from 9.5 million to 13 million. Over the same period, the number of children served in federal Chapter 1 programs directed at overcoming economic obstacles to academic achievement remained the same.

Funding for innovative programs, resources for computers and other educational technology, funding for counseling programs, foreign language, and gifted and talented programs were cut sharply — even as the public demand for education reform and restructuring increased.

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Virtually every category of assistance for students and schools has lost significant resources needed to achieve national goals in education.

Trends in Federal Spending: 1980-90
(% change after accounting for inflation)

- 45%	- 65%	- 48%
Impact Aid	*Chapter 2 Block Grant*	*Bilingual Education*

Source: Congressional Research Service, 1991

A recent study by the Congressional Research Service (*U.S. Department of Education: Major Program Trends, Fiscal Years 1980-91*, January 1991) found that for the first time in 10 years, the total Fiscal Year 1991 appropriations for programs administered by the U.S. Department of Education was above the FY80 level after adjusting for inflation. But the gross totals, averages, and other raw numbers mask deep cuts in programs within the Department of Education's budget and the resulting losses in educational services to millions of American students.

Using 1980 as a benchmark may be convenient, but it ignores essential elements of the total picture. First, more students are presently in need of federal education services than ever before. As one example, "crack babies" were unheard of 10 years ago; today, they are enrolled in elementary grades. Second, the federal government has added significant new responsibilities to the U.S. Department of Education. The Drug-Free Schools and Communities Act and Math-Science Teacher Education together represent almost $1 billion in spending for programs that did not exist in 1980. Finally, comparing current spending levels to Fiscal Year 1980 ignores the fact that the federal government has never:

■ served more than 65 percent of disadvantaged students eligible and in need of compensatory math and reading programs,

■ met more than 12 percent of the costs of federally mandated services to disabled students,

■ provided more than about 9 percent of the total resources for public elementary and secondary schools, or

■ served more than one-fifth of children eligible for Head Start education and child development services.

Some 26 years ago, when many of the cornerstone federal education programs were established, there was broad, bipartisan support for the idea that the federal government should support equity in education.

Sen. Robert Taft, one of the leading conservatives of his day, said, "It is the responsibility of the federal government to support a floor of educational opportunity for all students."

In general, state and local officials have taken their responsibilities more seriously. In recent years, they have taken steps to provide additional resources to lower class size, increase preparation standards for education professionals, and increase salaries to attract and retain qualified educational staffs. Moreover, they have tried to hold up their end on facilities, curriculum, textbooks, and made heroic efforts to improve education opportunities in response to both national calls for education renewal and parental and community recommendations.

And yet, state and local officials face tremendous odds in maintaining or enhancing present education efforts. According to a May 1991 article in Financial World magazine:

■ California faces a $12.6 billion deficit (32 percent) in 1992.
■ Connecticut projects a $2.7 billion (43.5 percent) deficit in 1992.
■ Massachusetts faces a $330 million (4 percent) deficit on top of a $1.25 billion debt from 1990 spending.
■ North Carolina has had back-to-back state revenue shortfalls.
■ Michigan imposed a 9.2 percent across-the-board reduction in state spending in 1991.
■ Rhode Island has been forced to shut state offices periodically because it can't pay employees.

As of June 1991, at least 30 states had serious budget problems that forced across-the-board cuts in state aid and gutted school improvement efforts enacted in recent years.

The limited federal resources available for developmental preschool education, remedial reading and math, bilingual education, programs for learning or physically disabled students, and postsecondary student aid force local school officials to make difficult choices about who is served and who isn't.

Severe cuts made during the Reagan Administration took schools to the precipice before the general public and Members of Congress determined that the cuts had gone too far. Since the middle part of the 1980s, Congress has taken steps to restore some of those cuts. But the U.S. has yet to face facts: without a major reordering of national priorities, our educational system will be a doorkeeper, rather than a gateway, to educational and economic opportunity.

What Does an Investment in Education Buy?

- Each year's class of dropouts costs our nation $240 billion in earnings lost and taxes forgone during their lifetime.
- Each dollar invested in quality preschool education returns $6 in lower costs of special education, public assistance, and crime.
- For $1,000 per student, the average cost of a year of Chapter 1 compensatory education, a school district can save some $5,200 per student, the average cost of repeating a grade.

Source: Democratic Policy Committee, 1991

The fundamental question is not, Can we afford to provide additional funds for education? The question is, Can we afford not to?

Elementary and Secondary Education: The Key to the Future

Providing the resources necessary to serve all eligible students by fully funding the six elementary and secondary programs tracked in this report would cost $25.6 billion in Fiscal Year 1992, an increase of more than 100 percent. And yet, such an increase would mean that the federal share of education spending would be only 10.5 percent.

Full Funding and the Federal Share

Elementary & Secondary Revenues
(in billions)

	1990-91	1991-92*
Federal	$ 13.5 (6.2%)	$ 25.6 (10.5%)
State	$107.5 (49.3%)	$114.7 (47.1%)
Local	$ 96.9 (44.5%)	$103.4 (42.4%)
Total	$217.9	$243.7

* *Projected, including full funding for Chapter 1, Chapter 2, Impact Aid, Bilingual Education, Individuals with Disabilities Education, and Vocational Education*

Source: National Education Association, 1991

Federal officials have found the resources to pay for economic and security crises, such as the bailout of the savings and loans industry and our involvement in the Persian Gulf War. If Americans knew they could have headed off those crises by a more modest contribution before the situation was intolerable, wouldn't they have committed the resources?

Providing significant increases for federal education programs — sufficient to fully meet student needs and increase resources for teacher education, innovative programs, and modern equipment — would neither "break the bank," from a federal budget perspective, nor would it disrupt the traditional balance of financial responsibility for public schools.

On the other hand, funding such programs would make a tremendous difference in progress toward the national goals and avert more serious problems down the line.

- Serving all eligible students in Chapter 1 math and reading programs for disadvantaged students would help reduce the dropout rate (Goal 2), enhance student achievement in core curriculum (Goal 3), and help improve our math and science effort (Goal 4).

- Providing a fair share of funding for programs in the area of Individuals with Disabilities Education Act would not only enhance opportunities for students with learning and physical disabilities, students who are not spoken of in the National Education Goals, but it would also free up resources for other educational priorities — helping advance virtually all of the goals.

■ Increasing funds for general aid programs would make available resources for teacher education, innovative instructional technology, and modern materials and textbooks.

Special Education: A Moral Necessity

The Individual with Disabilities Education Act (formerly Handicapped Education/P.L. 94-142), enacted in 1974, set a federal mandate that public schools provide free and appropriate education services to each child with a disability aged 3-21.

Funding Levels
(in millions)

	1975-76	1991-92
P.L. 94-142 costs	$1,200	$52,500
Federal share	$ 58 (5%)	$ 2,100 (4%)

Source: Budget of the U.S.Government FY92, Historical Tables

Readiness: The First Education Goal

You can't take an unloved child who comes to school never having seen a book and announce a program and three months later go give the child a test and announce some politician's great success. You have to care about that child's development for a number of years.

Secretary of Education Lamar Alexander
April 18, 1991

When President Bush met with the nation's governors to determine a national education reform and renewal strategy, they chose as their first goal readiness for every child who enters school. The National Education Goals Panel is still working on a definition of readiness, but clearly the intent is to see that America's children — regardless of their economic or family circumstances — have the intellectual, physical, and emotional ability to learn and to thrive in a social setting.

Achieving that goal means more than encouraging parents to spend more time reading to their preschool children. Significant obstacles to school readiness must be overcome.

According to the U.S. Bureau of the Census, of the 18.4 million American children under age five:

■ 3.7 million live in poverty.

■ 3.1 million have some type of disability.

■ 2.7 million are Black; 2 million are Hispanic; 353,000 are Asian/Pacific Islanders; and 167,000 are American Indian/Alaska Native.

■ Almost 4 million live with their mother only; 478,000 live with their father only; 533,000 live with neither parent.

■ Some 874,000 did not speak English as their native language.

■ At least 3 million have no health care coverage.

Several federal programs are designed to assist young children meet the challenges presented by the demographic and social conditions. And yet, as with the funding levels for academic-oriented programs, services levels are sorely inadequate.

Of the 2.5 million children living in poverty who are age 3, 4, and 5, only about one-fifth have access to Head Start programs, which combine developmental education, nutrition, and health screening services.

Head Start Youth at Age 19

	Head Start	Control Group
Percent Employed	59%	32%
High School Graduates	67%	49%
Enrolled in College	38%	21%
Been Arrested	31%	51%
On Welfare	18%	32%

Source: Center for Demographic Policy, 1989

Repeated studies have shown a direct correlation between adequate nutrition and both intellectual capacity and learning. The Surgeon General's 1988 *Report on Nutrition and Health* found that inadequate fetal growth is associated with less successful school performance, lower intelligence, more behavioral problems, and other handicaps. And yet, only about 55 percent of all eligible children and pregnant or nursing mothers have access to the Supplemental Feeding Program for Women, Infants, and Children. More than 12 million students are eligible for reduced price meals under the school lunch program, but the program is funded at about $600 million (15 percent) below the level needed to maintain services current with 1980.

Until and unless the federal government makes the commitment to serve all eligible children under developmental, nutrition, health care, and related social services, assuring all children are ready for school will be nothing more than a good applause line for a political speech.

Full Funding for Readiness
(in billions)

	Head Start	School Lunch	Child Nutrition	
FY91 level	$1.9	$3.4	$2.3	0.7% total federal budget
Full Funding FY92	$8.3	$4.0	$4.4	1.4% total federal budget

Postsecondary Education: Gambling with the Future

While the total appropriations for federal postsecondary student aid has risen over the past decade, the value of those dollars has dramatically declined in relation to runaway tuition and other college costs. Some 15 years ago, a low-income student seeking assistance received an average grant award that paid as much as 80 percent of their college costs. By 1980, the average grant paid only 60 percent of the costs. Ten years later, the average grant represents only about 40 percent of the costs.

Student Aid and Costs of Attendance
(in constant 1989 dollars)

Average Award	1980-81	1984-85	1989-90
Pell Grant	$1,262	$1,295	$1,366
Work-Study	$1,154	$1,029	$ 912
Supplemental Educational Opportunity	$ 735	$ 672	$ 682
Total Average Award	$3,151	$2,996	$2,960
(% of costs)	58%	45%	37%
Average Costs of Attendance	$5,435	$6,644	$8,028
Net Student Need	$2,284	$3,648	$5,068

Source: College Board, 1990

Even after two decades of federal student assistance, college attendance rates are still directly linked to income level — and reflect the income disparities among race and ethnic background. In 1989, according to the Congressional Research Service, only 16 percent of 18- to 24-year-olds from families with incomes below $15,000 are enrolled in higher education compared to more than 55 percent of those from families with incomes above $50,000.

According to the American Council on Education, only 31 percent of Black 18- to 24-year-olds enrolled in college, and only 29 percent of Hispanic 18- to 24-year-olds enrolled in college, compared to almost 40 percent of white youth. In fact, the enrollment rates for Black and Hispanics fell between 1976 and 1988, tracking the decline in available aid and the rising costs of attendance.

Increasingly, middle-income families face enormous difficulties in being able to afford postsecondary education. According to the College Board, median family income rose by only 6.7 percent, after accounting for inflation, between 1980 and 1988, while the costs of a four-year public college rose 34 percent and the costs of a four-year private college rose 45 percent.

For low-income students, the Pell Grant program is no longer viable. For middle-income students, the program is no longer available.

If we are to be able to compete in the international marketplace and realize individual economic ambitions, the federal government must restore access to postsecondary education.

Conclusion

The following charts, prepared for NEA by Fiscal Planning Services, Inc., reveal the best available estimates on what it would cost to serve all eligible students in needs-based programs, such as Chapter 1, bilingual education, Head Start, and postsecondary student aid.

At the same time, they provide conservative estimates of what it would cost to provide adequate resources to some of the general aid programs that help local school districts meet unique circumstances.

Unless the federal government fulfills its responsibility to "support a basic floor of educational opportunity," the National Education Goals could become, at best, irrelevant. At worst, they will become a striking reminder of how far short we have fallen.

FY 1992 NEA Full Funding Estimates

NATIONAL TABLE

Appropriations, Thousands of Dollars

Program	FY 1990 Actual	FY 1991 Estimate	FY 1992 President's Budget Estimate	FY 1992 Full Funding Estimate
Education Department	24,622,959	27,097,404	29,620,044	N/A
SELECTED FEDERAL EDUCATION PROGRAMS:				
ECIA Chapter 1	5,368,361	6,224,516	6,424,334	8,563,279
State Block Grant	487,894	484,450	477,613	1,381,222
Impact Aid	732,352	780,720	620,130	1,980,720
Handicapped Education	2,055,255	2,467,446	2,729,853	10,559,637
Vocational Education	936,723	1,010,940	1,010,940	1,510,940
Adult Education	159,784	208,842	230,500	427,453
Bilingual Education	158,530	168,737	171,512	1,524,432
Math and Science	135,618	213,722	253,722	513,722
Pell Grants	4,804,478	5,374,282	5,945,121	7,639,480
Supplemental Educational Opportunity Grants	458,650	520,155	346,945	690,074
College Work-Study	601,765	594,689	396,615	954,652
Head Start	1,552,000	1,951,800	2,051,800	8,348,388
School Lunch	3,114,624	3,381,504	3,635,322	4,060,646
Special Supplemental Food Program For Women, Infants, and Children	2,125,958	2,350,000	2,573,400	4,426,498

Prepared for NEA by Fiscal Planning Services, Inc., Bethesda, Maryland

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FY 1992 NEA Full Funding Estimates

ECIA CHAPTER 1

Appropriations, Thousands of Dollars

State	FY 1990 Actual	FY 1991 Estimate	FY 1992 President's Budget Estimate	FY 1992 Full Funding Estimate
Alabama	107,219	125,041	128,189	191,546
Alaska	17,814	19,494	17,711	22,528
Arizona	61,336	67,678	68,566	89,640
Arkansas	64,292	74,300	74,709	107,468
California	566,312	645,146	657,521	836,367
Colorado	49,256	49,937	48,128	64,078
Connecticut	56,286	64,429	62,476	79,469
Delaware	16,200	18,728	17,180	21,853
District of Columbia	24,818	28,605	27,308	34,736
Florida	235,025	266,721	268,799	341,912
Georgia	136,027	166,548	169,291	243,675
Hawaii	14,416	15,977	15,392	22,996
Idaho	18,206	20,541	20,315	27,520
Illinois	253,965	299,435	279,269	355,230
Indiana	78,783	91,570	87,535	129,107
Iowa	41,122	44,627	44,224	65,624
Kansas	36,950	41,321	40,293	52,179
Kentucky	90,890	105,500	106,672	160,921
Louisiana	121,515	141,150	143,076	214,408
Maine	27,858	32,857	32,582	41,444
Maryland	82,758	95,493	96,021	122,139
Massachusetts	127,050	145,309	136,659	173,830
Michigan	206,310	238,148	234,456	298,228
Minnesota	58,277	65,655	66,300	84,794
Mississippi	97,267	113,259	115,994	173,074
Missouri	83,206	96,884	97,546	137,771
Montana	14,434	15,357	14,947	21,245
Nebraska	23,560	25,573	25,738	38,135
Nevada	9,701	13,605	13,472	17,136
New Hampshire	13,116	14,442	13,322	17,927
New Jersey	165,629	191,460	191,411	243,475
New Mexico	39,753	42,805	43,902	63,413
New York	549,873	635,713	631,690	803,510
North Carolina	117,948	140,840	142,594	213,811
North Dakota	11,050	14,572	14,201	18,779
Ohio	175,161	208,861	207,460	276,856
Oklahoma	48,507	56,100	56,855	88,864
Oregon	54,436	59,584	53,367	67,883
Pennsylvania	252,500	295,527	284,903	362,397
Rhode Island	19,494	22,453	22,221	28,265
South Carolina	76,276	88,715	90,590	139,502
South Dakota	15,264	17,622	17,758	27,801
Tennessee	103,808	121,026	123,750	188,919
Texas	363,754	410,480	413,121	554,481
Utah	18,803	21,393	20,306	32,711
Vermont	13,888	15,739	14,162	18,014
Virginia	100,055	116,767	118,441	153,513
Washington	69,393	73,917	72,671	92,438
West Virginia	44,976	48,200	48,081	71,882
Wisconsin	72,422	84,646	83,552	106,278
Wyoming	6,825	7,756	7,396	9,408
U.S. Territories	198,374	246,517	252,368	572,611
Undistributed	116,205	160,500	389,851	241,490
Total	5,368,361	6,224,516	6,424,334	8,563,279

Note: Undistributed includes capital expenses, Even Start, state program improvement grants, evaluation and technical assistance, rural technical assistance centers, college assistance migrant program, and Bureau of Indian Affairs set-aside. Undistributed for the FY 92 President's budget request includes a legislative proposal for an additional $200 million for an Education Certificate Program Support Fund. For FY 92, the President has proposed funding the Chapter 1 handicapped program [84.009] under the Special Education account. Enrollment figures used in calculating full funding estimates are provided by the U.S. Department of Education.

Prepared for NEA by Fiscal Planning Services, Inc., Bethesda, Maryland

Chapter 1
Compensatory Education for Disadvantaged Students

Enacted: 1965 Elementary and Secondary Education Act

Purpose: To help students in basic mathematics and reading skills. Funds are allocated to school districts based on the number of children from low-income families.

Relationship to National Education Goals: Chapter 1 programs support:

* Goal 2: School Completion
* Goal 3: Student Achievement
* Goal 4: Mathematics and Science
* Goal 5: Adult Literacy and Lifelong Learning

Participation: Virtually all school districts receive some Chapter 1 funds. In the 1990-91 school year, school districts were provided sufficient funds to serve some 5.5 million students, or about 65 percent of the total number of eligible students.

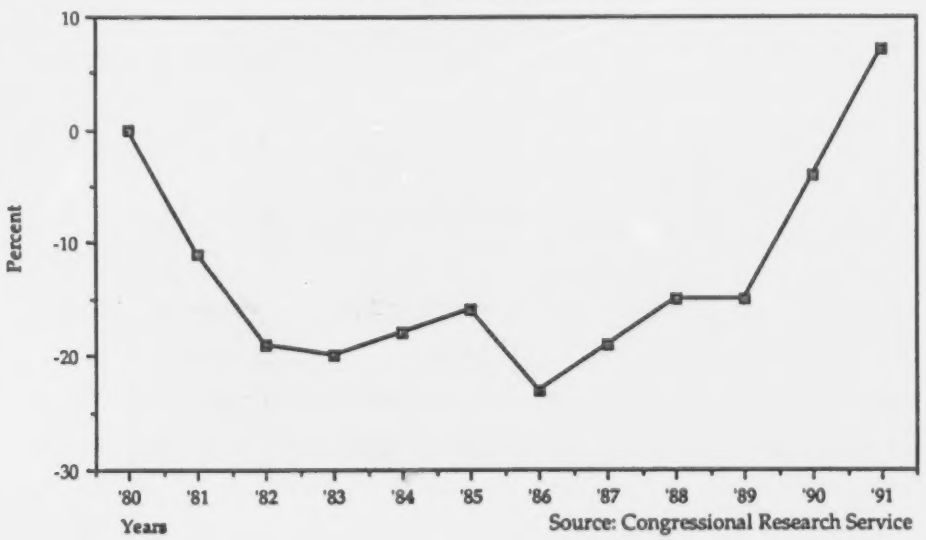
Funding Trends: Chapter 1 spending levels declined by some 4% after adjusting for inflation between 1980 and 1990. Appropriations reached the lowest level — a 23 percent decrease — in FY86.

FY91 Funding Level: $6.2 billion

Full Funding Estimate: $8.6 billion

Administered by the U.S. Department of Education

Percentage change 1980-91



Source: Congressional Research Service

FY 1992 NEA Full Funding Estimates

STATE BLOCK GRANT

Appropriations, Thousands of Dollars

State	FY 1990 Actual	FY 1991 Estimate	FY 1992 President's Budget Estimate	FY 1992 Full Funding Estimate
Alabama	7,805	7,618	7,619	22,034
Alaska	2,262	2,228	2,228	6,443
Arizona	6,233	6,301	6,302	18,225
Arkansas	4,536	4,486	4,487	12,976
California	48,717	49,123	49,128	142,075
Colorado	5,766	5,671	5,672	16,403
Connecticut	5,118	5,004	5,004	14,471
Delaware	2,262	2,228	2,228	6,443
District of Columbia	2,262	2,228	2,228	6,443
Florida	18,545	18,660	18,662	53,969
Georgia	12,198	12,067	12,068	34,900
Hawaii	2,262	2,228	2,228	6,443
Idaho	2,262	2,228	2,228	6,443
Illinois	20,432	19,901	19,903	57,558
Indiana	10,226	10,016	10,018	28,971
Iowa	4,975	4,891	4,891	14,144
Kansas	4,403	4,392	4,393	12,704
Kentucky	6,947	6,734	6,735	19,477
Louisiana	8,815	8,559	8,560	24,755
Maine	2,262	2,228	2,228	6,443
Maryland	7,624	7,562	7,563	21,872
Massachusetts	8,901	8,681	8,682	25,108
Michigan	16,935	16,553	16,555	47,876
Minnesota	7,576	7,533	7,534	21,788
Mississippi	5,489	5,323	5,324	15,397
Missouri	8,987	8,803	8,804	25,461
Montana	2,262	2,228	2,228	6,443
Nebraska	2,878	2,859	2,859	8,268
Nevada	2,262	2,228	2,228	6,443
New Hampshire	2,262	2,228	2,228	6,443
New Jersey	12,417	12,104	12,106	35,010
New Mexico	3,002	3,010	3,010	8,705
New York	29,371	28,620	28,623	82,776
North Carolina	11,341	11,089	11,090	32,071
North Dakota	2,262	2,228	2,228	6,443
Ohio	19,546	19,130	19,132	55,328
Oklahoma	6,042	5,822	5,822	16,837
Oregon	4,727	4,721	4,722	13,656
Pennsylvania	19,612	19,168	19,170	55,438
Rhode Island	2,262	2,228	2,228	6,443
South Carolina	6,557	6,471	6,471	18,714
South Dakota	2,262	2,228	2,228	6,443
Tennessee	8,758	8,596	8,597	24,862
Texas	33,335	32,655	32,658	94,445
Utah	4,317	4,298	4,299	12,432
Vermont	2,262	2,228	2,228	6,443
Virginia	9,911	9,781	9,782	28,289
Washington	8,034	8,079	8,080	23,367
West Virginia	3,469	3,320	3,320	9,601
Wisconsin	8,710	8,455	8,456	24,454
Wyoming	2,262	2,228	2,228	6,443
U.S. Territories	11,806	11,672	11,625	33,619
Undistributed	32,177	35,530	28,699	82,995
Total	487,894	484,450	477,613	1,381,222

Note: Undistributed includes evaluations and national programs. Inflation estimates used in calculating full funding levels are derived from projections by the Congressional Budget Office and Fiscal Planning Services, Inc.

Prepared for NEA by Fiscal Planning Services, Inc., Bethesda, Maryland

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Chapter 2
Education Block Grant

Enacted: 1981 Education Consolidation and Improvement Act

Purpose: To support education programs that are promising or innovative, meet the needs of at risk students, or enhance the quality of teaching and learning.

Relationship to National Education Goals: Block Grant funds support:

* Goal 2: School Completion
* Goal 3: Student Achievement
* Goal 4: Mathematics and Science
* Goal 5: Adult Literacy and Lifelong Learning

Participation: In the 1990-91 school year, Chapter 2 block grants were provided to almost all 15,500 local education agencies; and yet, about 10,000 school districts receive grants of less than $10,000 a year. Chapter 2 funds represent less than 0.02 percent of total expenditures for elementary and secondary education. In 1980, the block grants' antecedent programs represented about 0.05 percent of total expenditures.

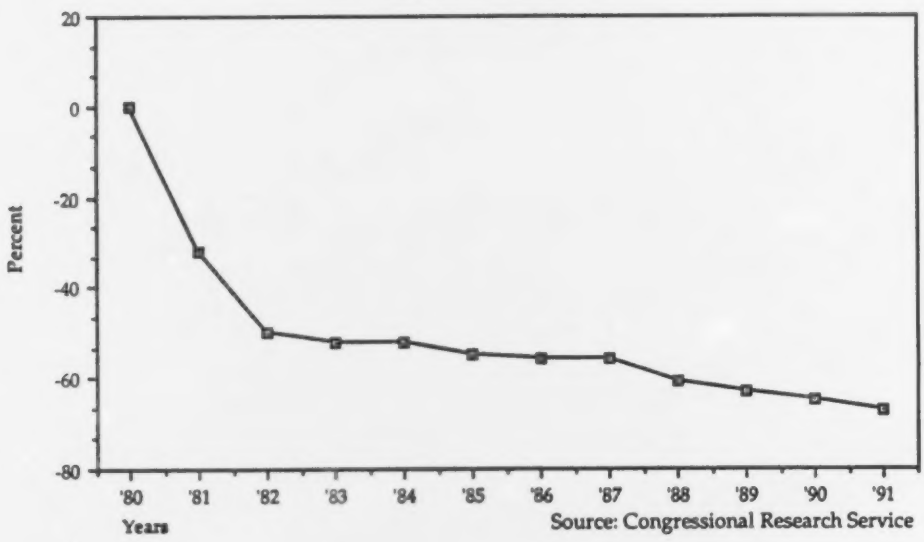
Funding Trends: Chapter 2 appropriations declined by 67% after adjusting for inflation between 1980 and 1991.

FY91 Funding Level: $484 million

Full Funding Estimate: $1.4 billion

Administered by the U.S. Department of Education

Percentage change 1980-91



Source: Congressional Research Service

FY 1992 NEA Full Funding Estimates

IMPACT AID

Appropriations, Thousands of Dollars

State	FY 1990 Actual	FY 1991 Estimate	FY 1992 President's Budget Estimate	FY 1992 Full Funding Estimate
Alabama	4,996	5,136	810	13,030
Alaska	73,627	75,526	74,045	191,613
Arizona	62,287	64,108	69,755	162,645
Arkansas	2,199	2,264	2,091	5,744
California	63,502	65,287	61,632	165,637
Colorado	9,529	9,904	7,220	25,128
Connecticut	7,382	7,594	7,509	19,266
Delaware	41	42	0	107
District of Columbia	1,345	1,383	1,131	3,509
Florida	13,900	14,311	7,845	36,306
Georgia	6,776	6,991	1,529	17,736
Hawaii	21,219	21,828	24,338	55,379
Idaho	4,816	4,954	3,858	12,569
Illinois	10,326	10,631	10,662	26,970
Indiana	2,108	2,185	1,877	5,542
Iowa	348	361	293	916
Kansas	9,695	9,994	10,016	25,354
Kentucky	1,222	1,261	78	3,199
Louisiana	7,066	5,224	4,633	13,254
Maine	2,888	2,971	3,034	7,538
Maryland	9,909	10,193	6,455	25,860
Massachusetts	5,250	5,400	5,301	13,700
Michigan	6,693	6,900	7,524	17,505
Minnesota	5,359	5,512	5,578	13,984
Mississippi	3,762	3,870	2,982	9,819
Missouri	5,776	5,941	6,205	15,072
Montana	21,303	21,977	20,354	55,757
Nebraska	8,304	8,558	7,800	21,712
Nevada	3,593	3,696	2,016	9,377
New Hampshire	2,535	2,607	3,343	6,614
New Jersey	12,907	13,334	15,886	33,829
New Mexico	36,041	37,075	43,231	94,061
New York	14,985	15,971	13,775	40,518
North Carolina	8,613	8,860	2,890	22,478
North Dakota	11,207	13,751	14,036	34,888
Ohio	4,769	4,926	3,357	12,498
Oklahoma	23,688	24,493	21,614	62,139
Oregon	3,333	3,428	3,300	8,697
Pennsylvania	4,562	4,755	1,561	12,064
Rhode Island	3,151	3,257	3,329	8,263
South Carolina	7,176	7,383	3,684	18,731
South Dakota	15,088	15,485	17,104	39,286
Tennessee	3,591	3,701	761	9,390
Texas	27,834	28,708	23,780	72,834
Utah	9,019	9,279	5,093	23,541
Vermont	72	78	67	198
Virginia	36,400	37,468	21,535	95,058
Washington	26,359	27,116	22,698	68,794
West Virginia	70	72	0	183
Wisconsin	6,190	6,378	6,254	16,181
Wyoming	7,322	7,526	4,369	19,094
U.S. Territories	3,282	3,376	1,659	8,565
Undistributed	88,938	117,689	30,235	298,582
Total	732,352	780,720	620,130	1,980,720

Note: Undistributed includes payments for section 3(d)(2)(B), payments for decreases in federal activities, disaster assistance, construction, and unallocated funds. Full funding estimates are derived from the FY 1992 Federal Investment in Education Proposal produced by The Committee for Education Funding, January 31, 1991.

Prepared for NEA by Fiscal Planning Services, Inc., Bethesda, Maryland

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Impact Aid

Enacted: 1950

Purpose: To compensate local education agencies when federal activities, such as the presence of a military base, result in increased enrollments or loss of local revenues.

Relationship to National Education Goals: Impact Aid payments support:

* Goal 2: School Completion
* Goal 3: Student Achievement
* Goal 4: Mathematics and Science
* Goal 5: Adult Literacy and Lifelong Learning
* Goal 6: Safe, Disciplined, Drug-Free Schools

Participation: In the 1990-91 school year, approximately 4,000 local education agencies serving more than 1.5 million students received Impact Aid. Some 40 school districts receive 10 to 50 percent of their total revenues from Impact Aid, but such payments represent less than 1.0 percent of total expenditures for most recipients.

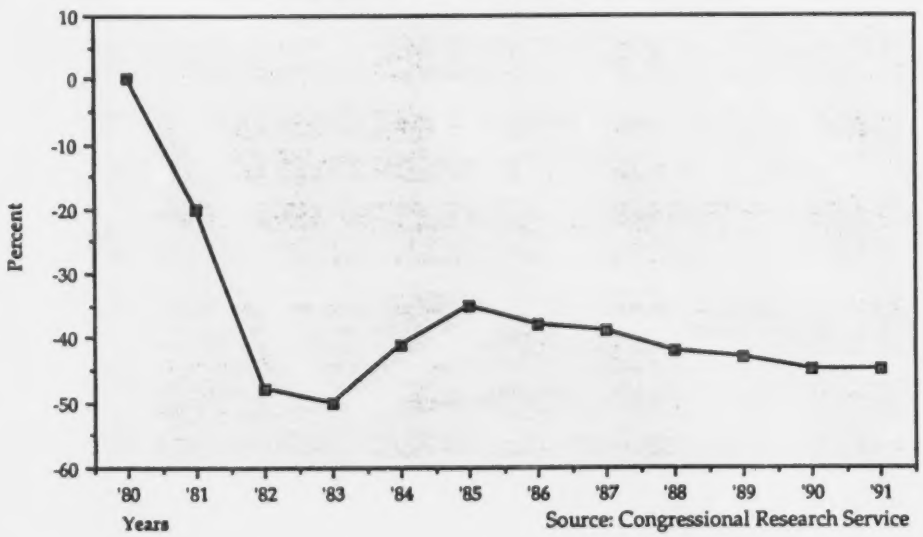
Funding Trends: Impact Aid appropriations declined by 45% after adjusting for inflation between 1980 and 1991.

FY91 Funding Level: $780 million

Full Funding Estimate: $2 billion

Administered by the U.S. Department of Education

Percentage change 1980-91



Source: Congressional Research Service

FY 1992 NEA Full Funding Estimates

BILINGUAL EDUCATION

Appropriations, Thousands of Dollars

State	FY 1990 Actual	FY 1991 Estimate	FY 1992 President's Budget Estimate	FY 1992 Full Funding Estimate
Alabama	237	255	259	N/A
Alaska	1,307	1,404	1,426	13,938
Arizona	6,345	6,816	6,922	42,925
Arkansas	0	0	0	N/A
California	45,167	48,519	49,277	364,380
Colorado	1,636	1,757	1,785	28,265
Connecticut	617	663	673	11,599
Delaware	75	81	82	594
District of Columbia	1,421	1,527	1,550	17,373
Florida	2,882	3,096	3,144	34,250
Georgia	143	154	156	5,755
Hawaii	1,069	1,148	1,166	19,340
Idaho	604	649	659	1,716
Illinois	4,457	4,788	4,863	5,164
Indiana	727	781	793	1,473
Iowa	900	967	982	2,138
Kansas	250	269	273	2,458
Kentucky	146	157	159	768
Louisiana	1,314	1,412	1,434	9,229
Maine	341	366	372	2,552
Maryland	689	740	752	3,916
Massachusetts	3,748	4,026	4,089	34,009
Michigan	2,989	3,211	3,261	23,210
Minnesota	1,857	1,995	2,026	14,904
Mississippi	861	925	939	3,320
Missouri	434	466	474	6,080
Montana	2,357	2,532	2,572	4,289
Nebraska	490	526	535	1,189
Nevada	500	537	546	3,933
New Hampshire	75	81	82	507
New Jersey	1,159	1,245	1,265	28,536
New Mexico	6,776	7,279	7,393	59,821
New York	20,888	22,438	22,789	172,865
North Carolina	75	81	82	2,112
North Dakota	1,161	1,247	1,267	8,831
Ohio	720	773	786	9,236
Oklahoma	5,618	6,035	6,129	8,111
Oregon	2,222	2,387	2,424	14,259
Pennsylvania	863	927	942	N/A
Rhode Island	208	223	227	9,571
South Carolina	115	124	126	N/A
South Dakota	658	707	718	3,119
Tennessee	158	170	172	1,200
Texas	10,995	11,811	11,995	393,124
Utah	874	939	954	22,705
Vermont	75	81	82	377
Virginia	300	322	327	N/A
Washington	2,646	2,842	2,887	14,439
West Virginia	70	75	76	N/A
Wisconsin	388	417	423	7,162
Wyoming	668	718	729	1,744
U.S. Territories	2,273	2,442	2,480	107,947
Undistributed	15,982	15,606	15,988	N/A
Total	158,530	168,737	171,512	1,524,432

Note: Undistributed includes certain support service and training grants. Enrollment figures used in calculating full funding estimates are provided by the U.S. Department of Education. Inflation estimates used in calculating full funding estimates are derived from projections by the Congressional Budget Office and Fiscal Planning Services, Inc. An N/A indicates that full funding estimates are not applicable.

Prepared for NEA by Fiscal Planning Services, Inc., Bethesda, Maryland

Bilingual Education

Enacted: 1968 Bilingual Education Act

Purpose: To help students whose native language is a language other than English with basic English language skills and to help them assimilate more rapidly into all-English education programs.

Relationship to National Education Goals: Bilingual Education programs support:

* Goal 2: School Completion
* Goal 3: Student Achievement
* Goal 4: Mathematics and Science
* Goal 5: Adult Literacy and Lifelong Learning

Participation: In the 1990-91 school year, approximately 250,000 students with limited proficiency in English were served in nearly 800 federal bilingual education programs. Nationwide, some 1.9 million students lack sufficient English language skills to be successful in school.

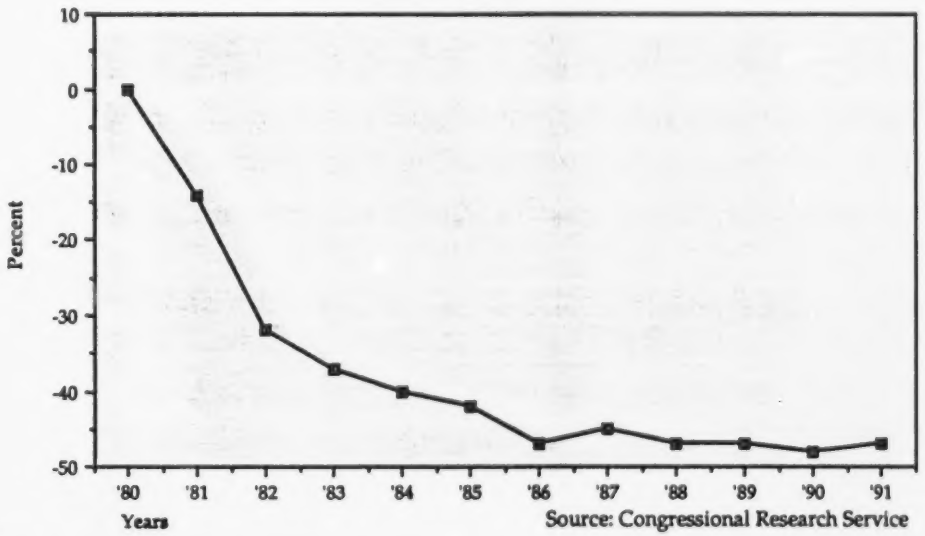
Funding Trends: Bilingual education appropriations declined by some 47% after adjusting for inflation between 1980 and 1991.

FY91 Funding Level: $169 million

Full Funding Estimate: $1.5 billion

Administered by the U.S. Department of Education

Percentage change 1980-91



Source: Congressional Research Service

FY 1992 NEA Full Funding Estimates

HANDICAPPED EDUCATION

Appropriations, Thousands of Dollars

State	FY 1990 Actual	FY 1991 Estimate	FY 1992 President's Budget Estimate	FY 1992 Full Funding Estimate
Alabama	41,946	50,913	54,061	233,949
Alaska	5,562	6,151	8,020	26,167
Arizona	24,074	28,035	30,237	129,562
Arkansas	18,333	22,292	24,982	103,502
California	185,168	223,993	238,151	1,047,005
Colorado	21,799	26,702	30,248	117,650
Connecticut	26,794	30,555	34,580	141,489
Delaware	5,279	6,201	7,974	25,582
District of Columbia	4,596	5,027	6,727	7,095
Florida	89,513	102,997	112,299	502,866
Georgia	38,669	46,627	50,525	225,137
Hawaii	5,743	6,670	7,487	28,355
Idaho	12,525	12,250	13,050	50,295
Illinois	97,693	106,878	133,461	477,965
Indiana	41,716	48,896	55,865	241,205
Iowa	24,333	28,875	31,090	134,528
Kansas	20,176	25,265	27,568	96,284
Kentucky	36,094	41,320	44,911	177,041
Louisiana	28,465	33,998	37,594	157,906
Maine	13,081	14,240	15,545	63,735
Maryland	37,650	44,432	47,741	202,838
Massachusetts	62,551	72,728	85,517	317,292
Michigan	64,572	74,623	85,146	352,752
Minnesota	36,528	43,520	45,922	187,666
Mississippi	22,448	29,757	31,770	139,054
Missouri	37,511	44,744	48,575	230,801
Montana	8,252	9,320	10,093	37,000
Nebraska	13,362	15,809	16,792	73,265
Nevada	6,574	7,809	8,515	38,764
New Hampshire	8,290	9,501	10,779	41,114
New Jersey	70,583	82,858	90,808	402,586
New Mexico	13,849	16,024	17,037	77,636
New York	112,991	137,073	159,290	628,668
North Carolina	53,999	61,424	65,760	275,674
North Dakota	5,249	6,222	6,879	28,644
Ohio	79,269	91,565	100,519	451,712
Oklahoma	27,138	31,960	34,105	152,162
Oregon	25,099	28,728	34,976	106,903
Pennsylvania	83,426	99,811	117,238	458,084
Rhode Island	8,032	9,748	10,800	45,801
South Carolina	32,269	39,065	41,491	179,664
South Dakota	7,162	8,105	8,686	33,455
Tennessee	43,427	51,150	54,456	235,365
Texas	129,814	154,633	169,634	756,492
Utah	22,393	24,356	26,574	99,512
Vermont	9,072	9,894	11,587	25,952
Virginia	46,974	55,351	58,836	247,056
Washington	37,326	44,033	47,890	179,369
West Virginia	15,987	19,978	22,297	98,992
Wisconsin	38,466	42,877	46,811	187,639
Wyoming	4,533	5,398	5,871	24,740
U.S. Territories	26,771	32,396	35,140	163,172
Undistributed	122,127	194,667	207,945	132,495
Total	2,055,255	2,467,446	2,729,853	10,599,637

Note: Undistributed includes grants for infants and families, secondary and transitional services, technology applications, special studies, serious emotional disturbance, parent training, and unallocated funds. The FY 92 President's budget request reflects the proposal to fund the Chapter 1 handicapped program [84.009] under the Special Education account. Full funding estimates reflect Handicapped State Grants [84.027] only. Undistributed under full funding represents discretionary funds.

Prepared for NEA by Fiscal Planning Services, Inc., Bethesda, Maryland

Individuals with Disabilities Education

Enacted: 1974 Education for the Handicapped Act

Purpose: To help local education agencies provide federally mandated education services to physically or learning disabled children and youth from the ages of 3 to 21.

Relationship to National Education Goals: Handicapped education programs support:

* Goal 2: School Completion
* Goal 3: Student Achievement

Participation: In the 1990-91 school year, approximately 4.4 million students with disabilities were served in elementary and secondary schools. The federal share represents about 4 percent of the total cost of serving such students.

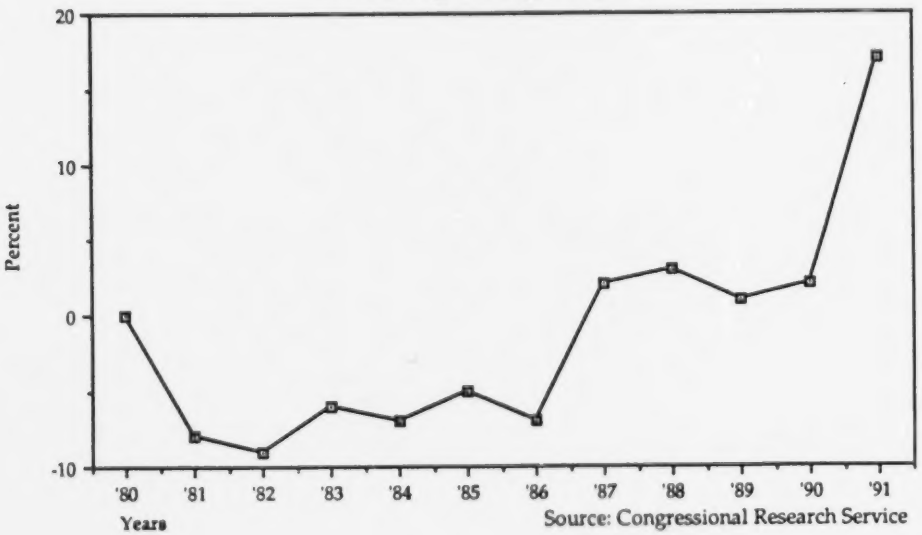
Funding Trends: Handicapped education appropriations rose by some 1.7% after adjusting for inflation between 1980 and 1990, but the share of excess costs — costs above the average per pupil expenditures — fell from 12 percent to 7 percent over the same period.

FY91 Funding Level: $2.5 billion

Full Funding Estimate: $10.6 billion

Administered by the U.S. Department of Education

Percentage change 1980-91



Source: Congressional Research Service

FY 1992 NEA Full Funding Estimates

VOCATIONAL EDUCATION

Appropriations, Thousands of Dollars

State	FY 1990 Actual	FY 1991 Estimate	FY 1992 President's Budget Estimate	FY 1992 Full Funding Estimate
Alabama	17,632	17,596	17,800	26,299
Alaska	4,495	4,524	4,364	6,762
Arizona	12,574	12,853	13,008	19,210
Arkansas	10,022	10,049	10,170	15,019
California	78,618	80,047	81,025	119,637
Colorado	10,957	11,059	11,193	16,529
Connecticut	8,700	8,714	8,601	13,024
Delaware	4,506	4,531	4,364	6,772
District of Columbia	4,506	4,531	4,364	6,772
Florida	37,652	38,246	38,712	57,162
Georgia	24,883	25,211	25,517	37,680
Hawaii	4,506	4,558	4,574	6,812
Idaho	4,506	4,558	4,574	6,812
Illinois	36,889	36,517	36,882	54,578
Indiana	21,540	21,732	21,964	32,480
Iowa	10,387	10,512	10,623	15,711
Kansas	8,420	8,635	8,739	12,906
Kentucky	16,003	15,958	16,126	23,851
Louisiana	18,654	18,362	18,584	27,444
Maine	4,721	4,698	4,735	7,022
Maryland	13,702	13,731	13,188	20,522
Massachusetts	18,211	18,220	17,473	27,231
Michigan	32,783	32,903	33,213	49,176
Minnesota	14,164	14,262	14,382	21,316
Mississippi	11,649	11,653	11,787	17,416
Missouri	18,145	18,280	18,444	27,321
Montana	4,506	4,531	4,364	6,772
Nebraska	5,895	6,060	6,133	9,057
Nevada	4,506	4,558	4,574	6,812
New Hampshire	4,506	4,558	4,574	6,812
New Jersey	20,827	20,436	20,593	30,543
New Mexico	6,378	6,393	6,469	9,555
New York	53,717	53,715	51,585	80,282
North Carolina	26,495	26,577	26,877	39,722
North Dakota	4,506	4,531	4,364	6,772
Ohio	39,513	39,614	40,030	59,207
Oklahoma	12,976	13,110	13,268	19,594
Oregon	9,836	9,983	10,104	14,920
Pennsylvania	40,635	40,365	40,629	60,329
Rhode Island	4,506	4,558	4,574	6,812
South Carolina	15,262	15,344	15,531	22,933
South Dakota	4,506	4,531	4,364	6,772
Tennessee	19,979	20,036	20,257	29,946
Texas	64,463	65,306	66,102	97,606
Utah	7,360	7,654	7,746	11,440
Vermont	4,505	4,531	4,364	6,772
Virginia	19,865	19,737	19,918	29,499
Washington	15,232	15,536	15,724	23,220
West Virginia	7,997	7,960	8,038	11,897
Wisconsin	17,388	17,325	17,479	25,894
Wyoming	4,506	4,531	4,364	6,772
U.S. Territories	17,863	18,161	18,428	27,143
Undistributed	50,176	119,365	116,086	178,402
Total	936,723	1,010,940	1,010,940	1,510,940

Note: Undistributed includes Indian and Hawaiian natives set-aside, community-based organizations, tech-prep education, tribally-controlled postsecondary vocational institutions, national programs, and bilingual vocational training. Full funding estimates are derived from the FY 1992 Federal Investment in Education Proposal produced by The Committee for Education Funding, January 31, 1991.

Prepared for NEA by Fiscal Planning Services, Inc., Bethesda, Maryland

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Vocational Education

Enacted: 1963 Vocational Education Act

Purpose: To improve education programs that enhance academic and vocational compentencies and expand access to disadvantaged and handicapped individuals, women, and students with limited profiencies in English.

Relationship to National Education Goals: Vocational education programs support:

* Goal 2: School Completion
* Goal 3: Student Achievement
* Goal 4: Mathematics and Science
* Goal 5: Adult Literacy and Lifelong Learning

Participation: In the 1990-91 school year, as many as 97 percent of all secondary students enrolled in at least one vocational education program. Between 1972 and 1980, the last year comparable figures are available, the percentage of high school graduates who pursue postsecondary vocational education rose from 15 percent to 18 percent.

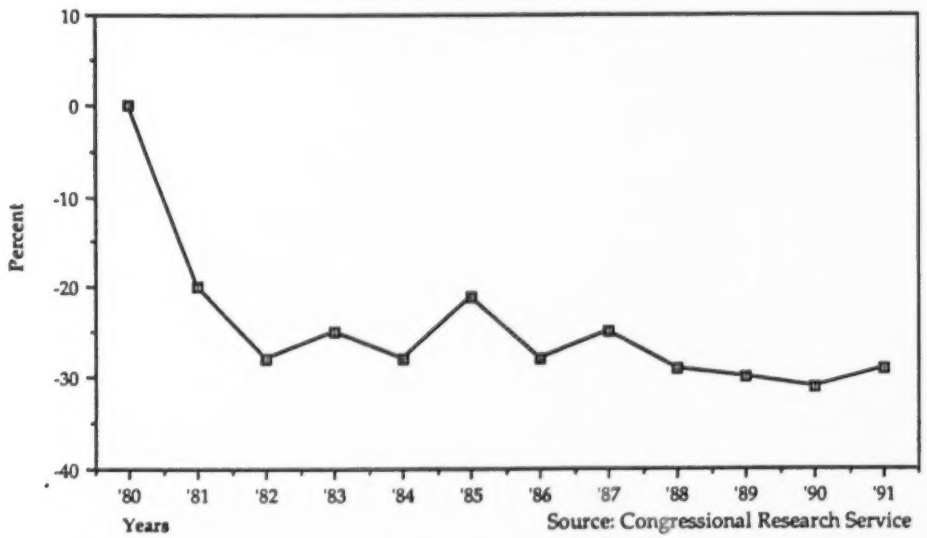
Funding Trends: Vocational education appropriations declined by some 29 percent after adjusting for inflation between 1980 and 1991. The federal share of total vocational education spending is approximately 8 percent.

FY91 Funding Level: $1.0 billion

Full Funding Estimate: $1.5 billion

Administered by the U.S. Department of Education

Percentage change 1980-91



Source: Congressional Research Service

FY 1992 NEA Full Funding Estimates

ADULT EDUCATION

Appropriations, Thousands of Dollars

State	FY 1990 Actual	FY 1991 Estimate	FY 1992 President's Budget Estimate	FY 1992 Full Funding Estimate
Alabama	3,219	4,107	4,528	8,406
Alaska	401	446	467	913
Arizona	1,703	2,138	2,344	4,376
Arkansas	2,050	2,589	2,844	5,299
California	12,878	16,658	18,447	34,095
Colorado	1,534	1,919	2,101	3,928
Connecticut	2,039	2,574	2,828	5,268
Delaware	599	704	753	1,441
District of Columbia	667	792	851	1,621
Florida	6,571	8,463	9,359	17,322
Georgia	4,413	5,659	6,249	11,583
Hawaii	720	860	927	1,760
Idaho	718	858	924	1,756
Illinois	7,346	9,470	10,475	19,383
Indiana	3,638	4,653	5,133	9,524
Iowa	1,823	2,293	2,516	4,693
Kansas	1,470	1,836	2,009	3,758
Kentucky	3,230	4,122	4,545	8,437
Louisiana	3,291	4,201	4,632	8,599
Maine	913	1,112	1,206	2,276
Maryland	2,845	3,621	3,989	7,411
Massachusetts	3,336	4,260	4,697	8,719
Michigan	5,725	7,364	8,140	15,072
Minnesota	2,336	2,960	3,256	6,058
Mississippi	2,191	2,772	3,047	5,674
Missouri	3,546	4,533	5,000	9,278
Montana	643	760	816	1,556
Nebraska	1,042	1,279	1,391	2,618
Nevada	652	772	829	1,580
New Hampshire	739	886	955	1,813
New Jersey	4,794	6,155	6,799	12,598
New Mexico	998	1,221	1,327	2,499
New York	11,373	14,703	16,280	30,094
North Carolina	4,913	6,309	6,970	12,913
North Dakota	631	745	799	1,525
Ohio	6,851	8,827	9,762	18,067
Oklahoma	2,156	2,726	2,996	5,580
Oregon	1,547	1,935	2,119	3,961
Pennsylvania	7,926	10,223	11,311	20,924
Rhode Island	921	1,122	1,217	2,296
South Carolina	2,718	3,457	3,807	7,076
South Dakota	650	769	826	1,574
Tennessee	3,824	4,893	5,400	10,015
Texas	9,867	12,745	14,108	26,086
Utah	806	972	1,051	1,989
Vermont	525	607	646	1,242
Virginia	3,943	5,049	5,572	10,334
Washington	2,165	2,738	3,010	5,604
West Virginia	1,756	2,207	2,420	4,517
Wisconsin	2,909	3,705	4,082	7,583
Wyoming	456	518	547	1,060
U.S. Territories	3,807	4,749	5,194	9,720
Undistributed	1,973	7,807	9,000	15,979
Total	159,784	208,842	230,500	427,453

Note: Undistributed includes national programs. Full funding estimates are derived from the FY 1992 Federal Investment in Education Proposal produced by The Committee for Education Funding, January 31, 1991.

Prepared for NEA by Fiscal Planning Services, Inc., Bethesda, Maryland

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Adult Education

Enacted: 1969 Adult Education Act

Purpose: To provide basic educational opportunities to adults, including literacy skills and high school equivalency.

Relationship to National Education Goals: Adult Education programs support:

* Goal 2: School Completion
* Goal 5: Adult Literacy and Lifelong Learning

Participation: In the 1990-91 school year, as many as 3 million persons participated in federally assisted adult education programs — 27 percent of the adult population who have not completed 8th grade, 7 percent of the population who have not completed 12th grade, and about one-seventh of the estimated number of adults who are functionally illiterate.

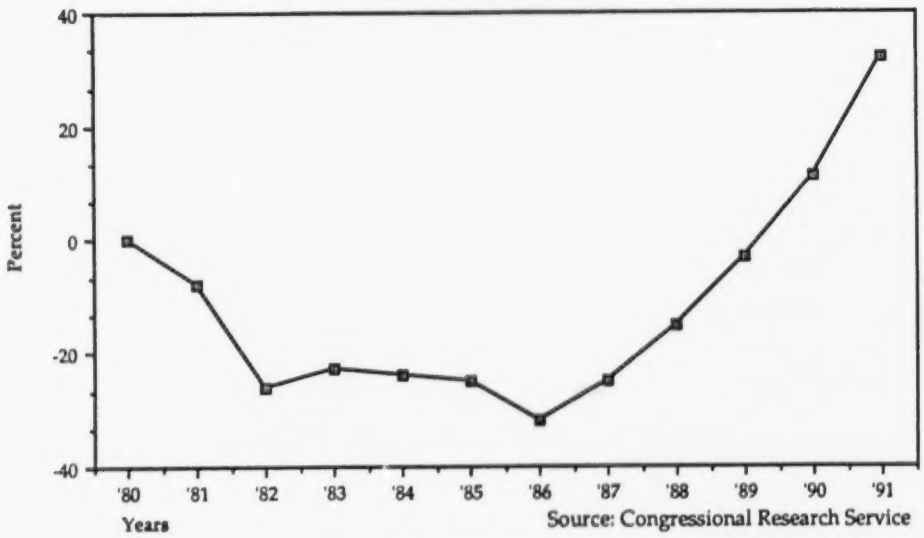
Funding Trends: Adult education appropriations rose by some 32 percent after adjusting for inflation between 1980 and 1991. The federal share of adult education programs in public schools is approximately 10 percent.

FY91 Funding Level: $209 million

Full Funding Estimate: $427 million

Administered by the U.S. Department of Education

Percentage change 1980-91



Source: Congressional Research Service

FY 1992 NEA Full Funding Estimates

MATH AND SCIENCE

Appropriations, Thousands of Dollars

State	FY 1990 Actual	FY 1991 Estimate	FY 1992 President's Budget Estimate	FY 1992 Full Funding Estimate
Alabama	2,386	3,832	4,540	9,192
Alaska	627	999	1,182	2,393
Arizona	1,535	2,489	2,894	5,860
Arkansas	1,354	2,187	2,589	5,242
California	12,738	20,496	24,187	48,972
Colorado	1,360	2,150	2,419	4,898
Connecticut	1,357	2,155	2,539	5,141
Delaware	627	999	1,182	2,393
District of Columbia	627	999	1,182	2,393
Florida	5,112	8,366	9,830	19,903
Georgia	3,418	5,378	6,535	13,232
Hawaii	627	999	1,182	2,393
Idaho	627	999	1,182	2,393
Illinois	5,687	9,053	10,850	21,968
Indiana	2,502	3,713	4,404	8,917
Iowa	1,264	1,904	2,190	4,434
Kansas	1,033	1,613	1,889	3,825
Kentucky	2,050	3,271	3,870	7,836
Louisiana	2,671	4,277	5,062	10,249
Maine	627	999	1,182	2,393
Maryland	2,072	3,315	3,908	7,913
Massachusetts	2,644	4,192	4,948	10,018
Michigan	4,684	7,493	8,868	17,955
Minnesota	1,804	2,819	3,295	6,672
Mississippi	1,938	3,110	3,683	7,457
Missouri	2,241	3,613	4,279	8,664
Montana	627	999	1,182	2,393
Nebraska	694	1,102	1,268	2,567
Nevada	627	999	1,182	2,393
New Hampshire	627	999	1,182	2,393
New Jersey	3,720	5,930	7,000	14,173
New Mexico	895	1,434	1,633	3,306
New York	10,593	17,017	20,095	40,687
North Carolina	2,998	4,781	5,734	11,610
North Dakota	627	999	1,182	2,393
Ohio	4,794	7,681	9,199	18,626
Oklahoma	1,438	2,259	2,666	5,398
Oregon	1,144	1,842	2,148	4,349
Pennsylvania	5,661	9,049	10,774	21,815
Rhode Island	627	999	1,182	2,393
South Carolina	1,859	2,973	3,515	7,117
South Dakota	627	999	1,182	2,393
Tennessee	2,490	4,006	4,743	9,603
Texas	8,567	13,616	15,984	32,364
Utah	962	1,297	1,531	3,100
Vermont	627	999	1,182	2,393
Virginia	2,583	4,191	4,966	10,055
Washington	1,861	2,895	3,340	6,763
West Virginia	1,055	1,626	1,844	3,734
Wisconsin	2,108	3,288	3,905	7,907
Wyoming	627	999	1,182	2,393
U.S. Territories	4,105	6,537	8,066	16,332
Undistributed	9,459	12,780	15,980	32,355
Total	135,618	213,722	253,722	513,722

Note: Undistributed includes Indian Schools and national programs. Inflation estimates used in calculating full funding estimates are derived from projections by the Congressional Budget Office and Fiscal Planning Services, Inc.

Prepared for NEA by Fiscal Planning Services, Inc., Bethesda, Maryland

Mathematics and Science Teacher Education

Enacted: 1984 Mathematics and Science Education Act

Purpose: To strengthen the ability of math and science teachers through teacher education, recruitment, and training in the use of technology, to help students in basic mathematics and reading skills. Funds are allocated to school districts based on the number of children from low-income families.

Relationship to National Education Goals: Mathematics and Science Teacher Education programs support:

* Goal 4: Mathematics and Science
* Goal 5: Adult Literacy and Lifelong Learning

Participation: In the 1990-91 school year, as many as one-third of all elementary and secondary math and science teachers participated in federally assisted inservice education programs. A 1985 survey of teacher placement officers found the subject areas with the greatest shortages are math, physics, chemistry, bilingual education, and special education. Many math and science teachers are drawn from teachers with credentials in other subjects.

Funding Trends: Math and science education appropriations rose by some 7 percent after adjusting for inflation between 1985 and 1990. Between 1990 and 1991, funding for math and science teacher education rose by some 39 percent after accounting for inflation.

FY91 Funding Level: $214 million

Full Funding Estimate: $514 million

Administered by the U.S. Department of Education

FY 1992 NEA Full Funding Estimates

PELL GRANTS

Appropriations, Thousands of Dollars

State	FY 1990 Actual	FY 1991 Estimate	FY 1992 President's Budget Estimate	FY 1992 Full Funding Estimate
Alabama	79,522	85,682	97,209	124,914
Alaska	4,271	4,602	5,221	6,709
Arizona	74,517	80,289	91,090	117,051
Arkansas	52,477	56,542	64,149	82,431
California	341,523	367,978	417,481	536,463
Colorado	61,704	66,484	75,428	96,925
Connecticut	25,947	27,957	31,718	40,758
Delaware	6,345	6,837	7,756	9,966
District of Columbia	8,163	8,795	9,979	12,823
Florida	158,984	171,299	194,344	249,732
Georgia	69,251	74,615	84,653	108,779
Hawaii	6,424	6,922	7,853	10,091
Idaho	20,993	22,619	25,662	32,976
Illinois	163,043	175,673	199,306	256,108
Indiana	90,619	97,639	110,774	142,345
Iowa	61,273	66,019	74,901	96,248
Kansas	56,907	61,315	69,564	89,390
Kentucky	74,153	79,897	90,645	116,479
Louisiana	104,541	112,639	127,792	164,213
Maine	12,356	13,313	15,104	19,409
Maryland	40,261	43,380	49,216	63,243
Massachusetts	56,431	60,802	68,982	88,642
Michigan	152,657	164,482	186,610	239,794
Minnesota	105,268	113,422	128,681	165,355
Mississippi	62,580	67,428	76,499	98,301
Missouri	94,296	101,600	115,269	148,121
Montana	21,826	23,517	26,680	34,284
Nebraska	34,658	37,343	42,366	54,440
Nevada	11,588	12,486	14,165	18,202
New Hampshire	6,212	6,693	7,594	9,758
New Jersey	57,967	62,457	70,860	91,055
New Mexico	34,589	37,268	42,282	54,332
New York	369,852	398,501	452,111	580,963
North Carolina	72,366	77,972	88,461	113,672
North Dakota	22,193	23,912	27,129	34,861
Ohio	192,888	207,830	235,788	302,988
Oklahoma	76,666	82,605	93,717	120,426
Oregon	40,825	43,987	49,905	64,128
Pennsylvania	162,395	174,974	198,513	255,089
Rhode Island	14,483	15,605	17,704	22,750
South Carolina	44,975	48,459	54,978	70,647
South Dakota	22,676	24,433	27,719	35,619
Tennessee	83,056	89,490	101,529	130,465
Texas	256,989	276,896	314,146	403,678
Utah	48,804	52,584	59,659	76,662
Vermont	6,517	7,022	7,967	10,238
Virginia	68,106	73,382	83,254	106,981
Washington	66,870	72,050	81,743	105,040
West Virginia	35,120	37,841	42,931	55,166
Wisconsin	84,016	90,524	102,702	131,972
Wyoming	10,828	11,667	13,236	17,008
U.S. Territories	255,259	275,033	312,031	400,960
Undistributed	718,248	971,521	950,065	1,220,834
Total	4,804,478	5,374,282	5,945,121	7,639,480

Note: Undistributed reflects adjustments to reconcile total aid available to students with appropriations. Average cost of attendance data used in calculating full funding estimates are provided by The College Board. Inflation estimates used in calculating full funding estimates are derived from projections by the Congressional Budget Office and Fiscal Planning Services, Inc. The President's FY 1992 budget request includes proposed legislation to create a Presidential Achievement Scholarship program for Pell Grant recipients.

Prepared for NEA by Fiscal Planning Services, Inc., Bethesda, Maryland

Pell Grants
Postsecondary Student Aid

Enacted: 1965 Higher Education Act

Purpose: To assist postsecondary students from low- and middle-income families pay for tuition and other postsecondary education costs.

Relationship to National Education Goals: Pell Grants support:

* Goal 2: School Completion
* Goal 3: Student Achievement
* Goal 4: Mathematics and Science
* Goal 5: Adult Literacy and Lifelong Learning

Participation: In the 1990-91 school year, some $5.1 billion was appropriated for Pell Grants to help as many as 3.4 million low-income postsecondary students. But between 1980-81 and 1989-90, the value of the average Pell Grant award fell from about 26 percent of the average costs of attendance to about 17 percent.

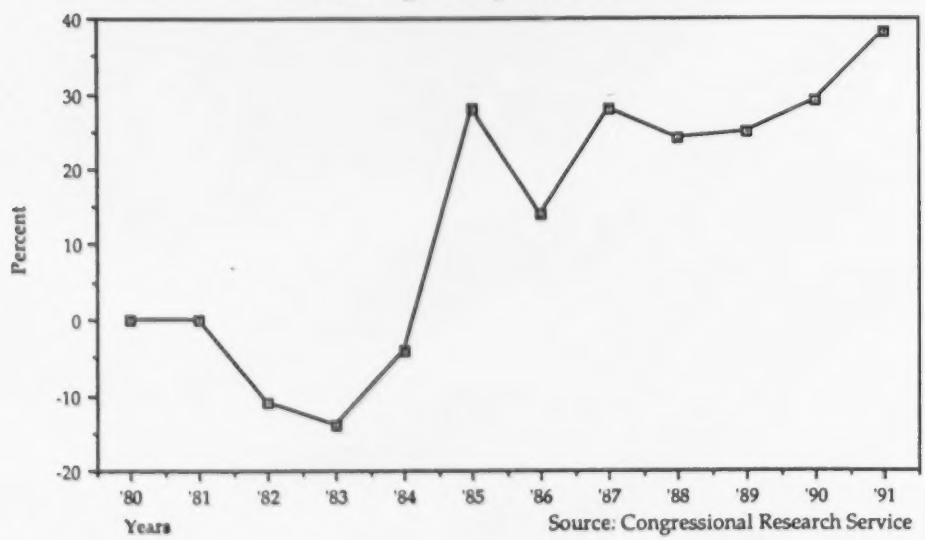
Funding Trends: Pell Grant appropriations rose by some 28 percent after adjusting for inflation between 1980 and 1990 while appropriations for most other postsecondary grant programs declined. Pell Grants represent about 15 percent of the tuition and fees income of postsecondary institutions.

FY91 Funding Level: $5.4 billion

Full Funding Estimate: $7.6 billion

Administered by the U.S. Department of Education

Percentage change 1980-91



Source: Congressional Research Service

FY 1992 NEA Full Funding Estimates

SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANTS

Appropriations, Thousands of Dollars

State	FY 1990 Actual	FY 1991 Estimate	FY 1992 President's Budget Estimate	FY 1992 Full Funding Estimate
Alabama	7,216	8,184	5,459	10,858
Alaska	408	463	309	615
Arizona	6,447	7,312	4,877	9,700
Arkansas	3,188	3,616	2,412	4,797
California	44,179	50,103	33,419	66,470
Colorado	5,770	6,544	4,365	8,682
Connecticut	6,105	6,924	4,618	9,185
Delaware	896	1,016	678	1,349
District of Columbia	3,477	3,943	2,630	5,231
Florida	14,152	16,050	10,705	21,292
Georgia	7,601	8,620	5,750	11,437
Hawaii	1,349	1,530	1,020	2,029
Idaho	1,384	1,570	1,047	2,082
Illinois	19,374	21,972	14,655	29,149
Indiana	9,229	10,467	6,981	13,885
Iowa	6,578	7,460	4,976	9,897
Kansas	4,278	4,852	3,236	6,436
Kentucky	4,812	5,457	3,640	7,240
Louisiana	5,810	6,589	4,395	8,742
Maine	5,968	6,768	4,515	8,980
Maryland	6,998	7,936	5,294	10,530
Massachusetts	23,577	26,739	17,835	35,474
Michigan	16,896	19,162	12,781	25,421
Minnesota	11,654	13,217	8,816	17,535
Mississippi	5,888	6,678	4,454	8,859
Missouri	8,228	9,331	6,224	12,380
Montana	1,186	1,345	897	1,784
Nebraska	2,959	3,356	2,238	4,451
Nevada	708	803	536	1,066
New Hampshire	3,826	4,339	2,894	5,756
New Jersey	9,466	10,735	7,161	14,243
New Mexico	2,875	3,261	2,175	4,326
New York	38,742	43,937	29,306	58,290
North Carolina	10,722	12,160	8,111	16,133
North Dakota	2,411	2,734	1,824	3,628
Ohio	18,431	20,903	13,942	27,731
Oklahoma	5,301	6,012	4,010	7,976
Oregon	8,551	9,698	6,468	12,865
Pennsylvania	26,241	29,760	19,850	39,482
Rhode Island	4,228	4,795	3,198	6,361
South Carolina	5,527	6,268	4,181	8,316
South Dakota	2,548	2,890	1,927	3,833
Tennessee	8,065	9,147	6,101	12,135
Texas	22,417	25,423	16,957	33,727
Utah	2,669	3,027	2,019	4,016
Vermont	4,347	4,930	3,288	6,540
Virginia	8,621	9,777	6,521	12,970
Washington	10,543	11,957	7,975	15,862
West Virginia	3,356	3,806	2,539	5,050
Wisconsin	13,924	15,791	10,533	20,950
Wyoming	676	767	511	1,016
U.S. Territories	7,548	8,560	5,710	11,357
Undistributed	1,300	1,471	982	1,953
Total	458,650	520,155	346,945	690,074

Note: Undistributed reflects adjustments to reconcile grant awards with appropriations. Average cost of attendance data used in calculating full funding estimates are provided by The College Board. Inflation estimates used in calculating full funding estimates are derived from projections by the Congressional Budget Office and Fiscal Planning Services, Inc.

Prepared for NEA by Fiscal Planning Services, Inc., Bethesda, Maryland

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Supplemental Educational Opportunity Grants
Postsecondary Student Aid

Enacted: 1965 Higher Education Act

Purpose: To provide additional funding assistance to help postsecondary students from low- and middle-income families pay for postsecondary education.

Relationship to National Education Goals: Supplemental Educational Opportunity Grants support:

* Goal 2: School Completion
* Goal 3: Student Achievement
* Goal 4: Mathematics and Science
* Goal 5: Adult Literacy and Lifelong Learning

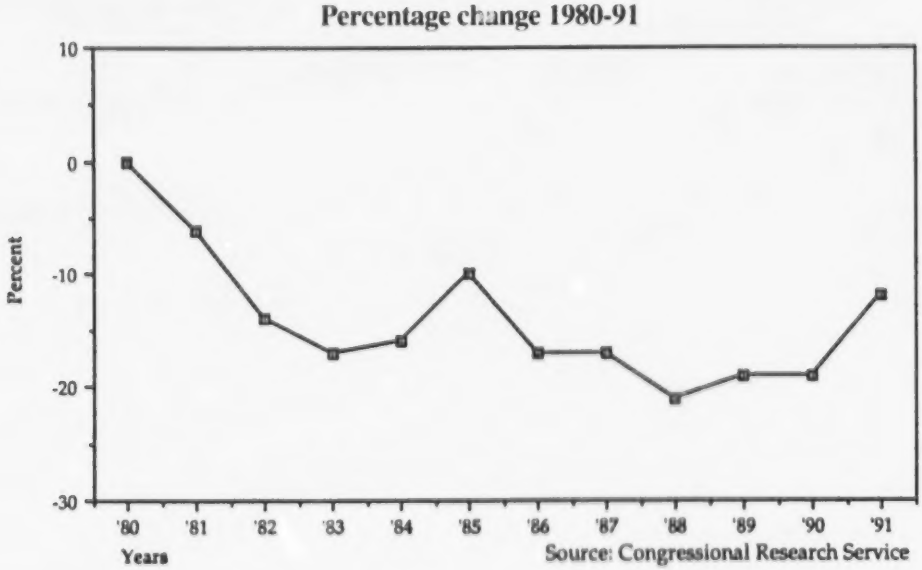
Participation: In the 1990-91 school year, $520 million was appropriated for Supplemental Educational Opportunity Grants to help as many as 728,000 low-income postsecondary students. Between 1980-81 and 1989-90, the value of the average grant award fell from about 15 percent of the average costs of attendence to about 8.5 percent.

Funding Trends: Supplemental Education Opportunity Grant appropriations fell by some 19 percent after adjusting for inflation between 1980 and 1990.

FY91 Funding Level: $520 million

Full Funding Estimate: $690 million

Administered by the U.S. Department of Education



FY 1992 NEA Full Funding Estimates

COLLEGE WORK-STUDY

Appropriations, Thousands of Dollars

State	FY 1990 Actual	FY 1991 Estimate	FY 1992 President's Budget Estimate	FY 1992 Full Funding Estimate
Alabama	11,941	11,801	7,870	18,943
Alaska	463	458	305	734
Arizona	7,132	7,048	4,701	11,315
Arkansas	6,225	6,152	4,103	9,876
California	53,431	52,803	35,216	84,765
Colorado	6,057	5,986	3,992	9,609
Connecticut	7,003	6,921	4,616	11,111
Delaware	1,208	1,194	796	1,916
District of Columbia	4,973	4,915	3,278	7,890
Florida	18,367	18,151	12,105	29,137
Georgia	12,431	12,285	8,193	19,721
Hawaii	1,769	1,748	1,166	2,807
Idaho	1,901	1,879	1,253	3,016
Illinois	24,386	24,099	16,073	38,688
Indiana	11,398	11,264	7,512	18,081
Iowa	8,389	8,290	5,529	13,308
Kansas	5,875	5,806	3,872	9,320
Kentucky	9,390	9,280	6,189	14,897
Louisiana	11,685	11,548	7,701	18,536
Maine	6,635	6,557	4,373	10,526
Maryland	9,219	9,111	6,076	14,625
Massachusetts	34,580	34,173	22,791	54,858
Michigan	19,688	19,457	12,976	31,233
Minnesota	13,797	13,635	9,093	21,887
Mississippi	9,678	9,564	6,379	15,354
Missouri	12,290	12,146	8,100	19,497
Montana	2,690	2,658	1,773	4,268
Nebraska	4,092	4,044	2,697	6,492
Nevada	1,006	994	663	1,596
New Hampshire	4,927	4,869	3,247	7,816
New Jersey	12,464	12,317	8,215	19,774
New Mexico	5,382	5,319	3,547	8,538
New York	51,194	50,592	33,741	81,215
North Carolina	15,088	14,911	9,944	23,935
North Dakota	2,661	2,630	1,754	4,222
Ohio	24,002	23,720	15,819	38,076
Oklahoma	7,628	7,538	5,028	12,102
Oregon	9,932	9,815	6,546	15,756
Pennsylvania	31,606	31,234	20,831	50,140
Rhode Island	4,965	4,907	3,272	7,876
South Carolina	8,843	8,739	5,828	14,028
South Dakota	3,614	3,572	2,382	5,733
Tennessee	11,118	10,987	7,328	17,638
Texas	33,190	32,800	21,875	52,653
Utah	3,554	3,512	2,342	5,637
Vermont	4,615	4,561	3,042	7,322
Virginia	12,302	12,157	8,108	19,516
Washington	11,979	11,838	7,895	19,003
West Virginia	5,190	5,129	3,421	8,234
Wisconsin	13,227	13,072	8,718	20,984
Wyoming	706	698	465	1,119
U.S. Territories	14,574	14,403	9,607	23,124
Undistributed	(8,695)	(8,598)	(5,731)	(13,795)
Total	601,765	594,689	396,615	954,652

Note: Undistributed reflects adjustments to reconcile grant awards with appropriations. Average cost of attendance data used in calculating full funding estimates are provided by The College Board. Inflation estimates used in calculating full funding estimates are derived from projections by the Congressional Budget Office and Fiscal Planning Services, Inc.

Prepared for NEA by Fiscal Planning Services, Inc., Bethesda, Maryland

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College Work-Study
Postsecondary Student Aid

Enacted: 1964 Economic Opportunity Act

Purpose: To assist postsecondary students from low- and middle-income families pay for tuition and other postsecondary education costs by subsidizing parttime work.

Relationship to National Education Goals: The College Work-Study program supports:

* Goal 2: School Completion
* Goal 3: Student Achievement
* Goal 4: Mathematics and Science
* Goal 5: Adult Literacy and Lifelong Learning

Participation: In the 1990-91 school year, $602 million was appropriated for College Work-Study to help about 840,000 low-income postsecondary students. Between 1980-81 and 1989-90, the value of the Work-Study income fell from about 24 percent of the average costs of attendence to about 11 percent.

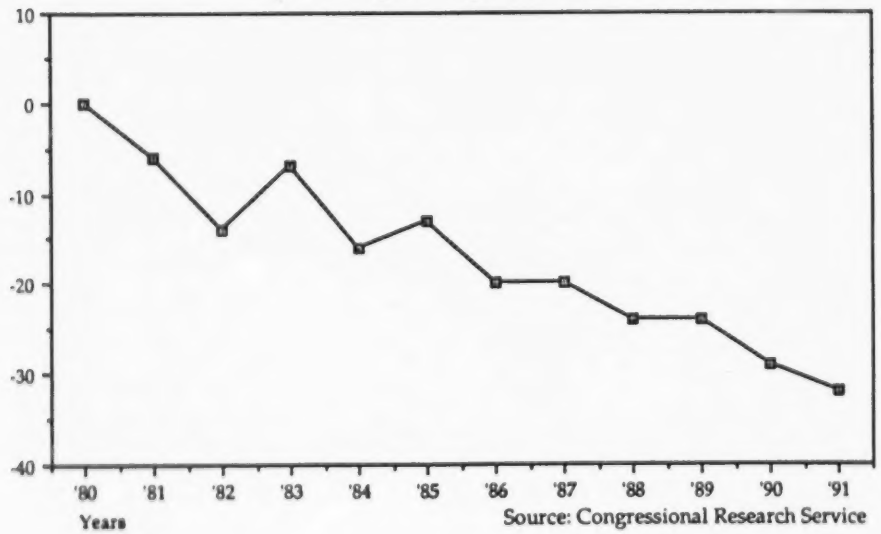
Funding Trends: College Work-Study appropriations declined by 28.5 percent after adjusting for inflation between 1980 and 1990.

FY91 Funding Level: $595 million

Full Funding Estimate: $954 million

Administered by the U.S. Department of Education

Percentage change 1980-91



Source: Congressional Research Service

FY 1992 NEA Full Funding Estimates

HEAD START

Appropriations, Thousands of Dollars

State	FY 1990 Actual	FY 1991 Estimate	FY 1992 President's Budget Estimate	FY 1992 Full Funding Estimate
Alabama	29,935	36,264	37,960	119,106
Alaska	2,840	3,378	3,522	15,261
Arizona	13,745	17,397	18,376	85,827
Arkansas	16,026	19,694	20,677	71,667
California	152,094	189,606	199,489	978,650
Colorado	13,674	16,553	17,325	56,787
Connecticut	13,609	16,488	17,258	57,978
Delaware	3,147	3,840	4,026	15,411
District of Columbia	7,747	8,949	9,271	15,363
Florida	45,381	57,113	60,257	345,743
Georgia	37,304	46,276	48,681	206,244
Hawaii	5,547	6,789	7,122	33,730
Idaho	4,452	5,635	5,952	31,343
Illinois	73,839	89,671	93,914	300,490
Indiana	21,890	27,349	28,812	113,480
Iowa	11,558	14,439	15,211	57,711
Kansas	9,778	12,109	12,734	44,726
Kentucky	27,793	33,631	35,196	99,564
Louisiana	34,383	43,037	45,356	186,910
Maine	6,239	7,624	7,995	22,483
Maryland	19,894	24,198	25,352	106,971
Massachusetts	30,731	36,525	38,078	133,067
Michigan	60,674	74,042	77,625	200,972
Minnesota	16,468	20,502	21,583	83,641
Mississippi	57,176	63,399	65,067	102,061
Missouri	26,207	31,989	33,539	107,978
Montana	3,874	4,840	5,099	18,048
Nebraska	6,254	7,761	8,165	33,133
Nevada	2,384	3,017	3,187	17,805
New Hampshire	2,746	3,336	3,494	16,847
New Jersey	41,481	49,654	51,845	216,171
New Mexico	9,408	11,774	12,408	43,353
New York	111,997	138,346	145,408	791,919
North Carolina	31,971	39,292	41,254	148,744
North Dakota	2,129	2,829	3,077	16,556
Ohio	62,438	76,741	80,574	214,931
Oklahoma	17,743	21,447	22,440	65,141
Oregon	12,223	15,043	15,799	40,850
Pennsylvania	61,536	74,437	77,895	262,967
Rhode Island	4,833	5,855	6,129	16,838
South Carolina	19,871	24,512	25,756	98,101
South Dakota	3,694	4,720	4,995	23,048
Tennessee	28,016	34,702	36,494	134,768
Texas	77,069	97,617	103,124	742,869
Utah	7,020	8,981	9,507	50,510
Vermont	2,821	3,410	3,568	13,277
Virginia	22,098	27,508	28,958	153,661
Washington	18,767	23,732	25,063	104,853
West Virginia	12,958	15,807	16,570	49,282
Wisconsin	22,391	27,646	29,054	89,763
Wyoming	1,876	2,252	2,353	5,907
U.S. Territories	73,165	91,112	96,015	434,455
Undistributed	149,107	228,932	243,191	951,422
Total	1,552,000	1,951,800	2,051,800	8,348,388

Note: Undistributed includes Indian and Migrant programs, special projects, support activities, and unallocated funds. Unallocated funds in FY 91 and FY 92 include $20 million to be distributed on a discretionary basis. Enrollment figures used in calculating full funding estimates are provided by the U.S. Department of Health and Human Services. Inflation estimates used in calculating full funding estimates are derived from projections by the Congressional Budget Office and Fiscal Planning Services, Inc.

Prepared for NEA by Fiscal Planning Services, Inc., Bethesda, Maryland

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Head Start
Developmental Preschool Programs

Enacted: 1964 Economic Opportunity Act

Purpose: To enhance school preparedness by providing developmental child care, nutrition, health screening, and parental involvement programs for preschool children from low-income families.

Relationship to National Education Goals: Head Start programs support:

* Goal 1: School Readiness
* Goal 2: School Completion
* Goal 3: Student Achievement
* Goal 4: Mathematics and Science
* Goal 5: Adult Literacy and Lifelong Learning

Participation: In the 1990-91 school year, some $1.5 billion was appropriated for Head Start, enough to serve about 540,000 eligible 3-, 4-, and 5-year-olds, or about one-fifth of those eligible and in need of services.

Funding Trends: Head Start was provided an increase of some $500 million for FY91 — sufficient to increase participation to 633,000 children, or 25 percent of all eligible 3- to 5-year-olds.

FY91 Funding Level: $1.9 billion

Full Funding Estimate: $8.3 billion

Administered by the U.S. Department of Health and Human Services

FY 1992 NEA Full Funding Estimates

SCHOOL LUNCH

Appropriations, Thousands of Dollars

State	FY 1990 Actual	FY 1991 Estimate	FY 1992 President's Budget Estimate	FY 1992 Full Funding Estimate
Alabama	77,017	82,690	88,483	100,908
Alaska	7,915	8,498	9,093	10,177
Arizona	47,129	50,601	54,146	60,615
Arkansas	40,972	43,991	47,072	50,312
California	392,630	421,556	451,085	466,698
Colorado	31,287	33,592	35,944	41,255
Connecticut	22,785	24,463	26,178	29,137
Delaware	5,666	6,083	6,510	7,426
District of Columbia	9,782	10,503	11,239	11,844
Florida	157,732	169,352	181,214	195,726
Georgia	106,012	113,821	121,795	132,749
Hawaii	14,274	15,327	16,400	19,059
Idaho	13,971	15,001	16,051	17,972
Illinois	131,287	140,959	150,833	169,016
Indiana	53,477	57,416	61,439	68,618
Iowa	31,094	33,385	35,723	40,553
Kansas	28,528	30,629	32,775	37,085
Kentucky	60,382	64,830	69,372	78,814
Louisiana	103,747	111,391	119,192	136,032
Maine	10,931	11,737	12,558	14,274
Maryland	39,371	42,270	45,233	49,768
Massachusetts	43,403	46,601	49,865	57,378
Michigan	82,632	88,719	94,934	110,438
Minnesota	41,416	44,468	47,582	54,328
Mississippi	75,345	80,896	86,563	96,353
Missouri	58,312	62,607	66,994	75,170
Montana	9,366	10,055	10,760	11,840
Nebraska	17,549	18,843	20,162	22,827
Nevada	7,749	8,320	8,903	9,262
New Hampshire	6,059	6,505	6,960	7,898
New Jersey	59,692	64,088	68,579	76,043
New Mexico	30,159	32,382	34,649	39,316
New York	231,363	248,407	265,808	295,910
North Carolina	90,386	97,044	103,842	112,685
North Dakota	8,167	8,769	9,382	10,751
Ohio	109,542	117,612	125,850	130,002
Oklahoma	46,301	49,712	53,194	60,288
Oregon	25,974	27,887	29,840	33,356
Pennsylvania	101,895	109,401	117,065	129,522
Rhode Island	7,463	8,012	8,574	9,913
South Carolina	60,149	64,580	69,104	76,060
South Dakota	11,758	12,624	13,509	15,024
Tennessee	67,981	72,989	78,102	87,732
Texas	304,092	326,495	349,365	386,575
Utah	24,467	26,269	28,109	30,293
Vermont	4,176	4,484	4,798	5,426
Virginia	58,525	62,837	67,238	72,349
Washington	42,800	45,954	49,173	53,800
West Virginia	28,281	30,364	32,492	35,680
Wisconsin	44,669	47,961	51,320	57,153
Wyoming	5,185	5,566	5,957	6,782
U.S. Territories	113,740	122,119	130,671	152,454
Undistributed	(89,961)	(59,161)	(46,357)	N/A
Total	3,114,624	3,381,504	3,635,322	4,060,646

Note: Undistributed reflects the net adjustment to reconcile cash payments based on available funds with the appropriations level. FY 91 and FY 92 estimates represent the President's proposed legislation to shift subsidies among households at different income levels. Inflation estimates used in calculating full funding estimates are derived from projections by the Congressional Budget Office and Fiscal Planning Services, Inc. Participation figures used in calculating full funding estimates are provided by the U.S. Department of Agriculture.

Prepared for NEA by Fiscal Planning Services, Inc., Bethesda, Maryland

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School Lunch
Child Nutrition Programs

Enacted: 1946 National School Lunch Act

Purpose: To provide low-cost, nutritious meals to children in schools and child care centers.

Relationship to National Education Goals: School Lunch programs support:

* Goal 2: School Completion
* Goal 3: Student Achievement
* Goal 4: Mathematics and Science
* Goal 5: Adult Literacy and Lifelong Learning

Participation: In the 1990-91 school year, some $3.2 billion was appropriated for School Lunch. More than 24 million students benefit from the School Lunch program, of whom at least half receive free or reduced price meals.

Funding Trends: School Lunch was provided $3.2 billion in FY90 and about $3.4 billion in FY91, barely enough to keep up with inflation. For many years, the Administration has proposed reducing or eliminating subsidies to all but the poorest children.

FY91 Funding Level: $3.4 billion

Full Funding Estimate: $4.0 billion

Administered by the U.S. Department of Agriculture

FY 1992 NEA Full Funding Estimates

SPECIAL SUPPLEMENTAL FOOD PROGRAM FOR WOMEN, INFANTS, AND CHILDREN

Appropriations, Thousands of Dollars

State	FY 1990 Actual	FY 1991 Estimate	FY 1992 President's Budget Estimate	FY 1992 Full Funding Estimate
Alabama	47,406	51,803	56,737	97,672
Alaska	6,567	7,176	7,860	13,530
Arizona	38,201	41,744	45,720	78,706
Arkansas	28,185	30,799	33,733	58,070
California	196,928	215,192	235,687	405,735
Colorado	21,176	23,140	25,344	43,629
Connecticut	28,424	31,938	34,980	60,218
Delaware	5,075	5,546	6,074	10,457
District of Columbia	6,608	7,221	7,909	13,615
Florida	81,907	89,503	98,028	168,754
Georgia	68,630	74,995	82,137	141,400
Hawaii	11,111	12,141	13,298	22,891
Idaho	12,271	13,409	14,686	25,282
Illinois	84,785	92,649	101,472	174,685
Indiana	42,786	46,755	51,207	88,154
Iowa	21,321	23,568	25,813	44,436
Kansas	18,620	20,347	22,285	38,363
Kentucky	41,912	45,799	50,161	86,352
Louisiana	59,909	65,465	71,700	123,431
Maine	11,032	12,056	13,205	22,731
Maryland	25,674	28,113	30,790	53,006
Massachusetts	34,172	37,598	41,179	70,889
Michigan	73,031	79,930	87,543	150,704
Minnesota	31,217	34,113	37,361	64,319
Mississippi	42,911	46,891	51,356	88,411
Missouri	41,268	45,095	49,390	85,025
Montana	8,132	8,886	9,732	16,754
Nebraska	12,255	13,392	14,667	25,250
Nevada	7,832	8,558	9,373	16,136
New Hampshire	7,566	8,268	9,055	15,589
New Jersey	45,390	49,600	54,324	93,519
New Mexico	19,769	21,603	23,660	40,731
New York	162,620	178,259	195,236	336,099
North Carolina	61,345	67,034	73,418	126,390
North Dakota	7,578	8,281	9,070	15,613
Ohio	86,364	94,373	103,362	177,936
Oklahoma	31,417	34,331	37,601	64,730
Oregon	21,532	23,529	25,770	44,363
Pennsylvania	83,412	91,331	100,029	172,200
Rhode Island	8,395	9,174	10,048	17,297
South Carolina	42,565	46,512	50,942	87,696
South Dakota	9,509	10,391	11,380	19,592
Tennessee	45,397	49,607	54,332	93,532
Texas	150,004	164,372	180,026	309,916
Utah	21,740	23,756	26,018	44,791
Vermont	7,411	8,143	8,919	15,353
Virginia	41,647	45,510	49,844	85,807
Washington	29,454	32,242	35,313	60,791
West Virginia	17,924	19,586	21,452	36,929
Wisconsin	33,067	36,134	39,575	68,129
Wyoming	4,882	5,334	5,842	10,057
U.S. Territories	95,049	103,865	113,757	195,833
Undistributed	(17,425)	4,943	5,000	5,000
Total	2,125,958	2,350,000	2,573,400	4,426,498

Note: Undistributed includes evaluation projects. FY 90 also includes anti-drug abuse funds, and an adjustment. Enrollment figures used in calculating full funding estimates are provided by the U.S. Department of Agriculture. Inflation estimates used in calculating full funding estimates are derived from projections by the Congressional Budget Office and Fiscal Planning Services, Inc.

Prepared for NEA by Fiscal Planning Services, Inc., Bethesda, Maryland

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Supplemental Feeding Program for Women, Infants, and Children (WIC)

Enacted: 1966 Child Nutrition Act

Purpose: To supply nutritious foods to low-income pregnant, postpartum, and breast-feeding women, and infants and children.

Relationship to National Education Goals: Federal nutrition programs, including WIC, support:

* Goal 1: School Readiness
* Goal 2: School Completion
* Goal 3: Student Achievement
* Goal 4: Mathematics and Science
* Goal 5: Adult Literacy and Lifelong Learning

Participation: Federal food supplements and nutrition counseling are provided to approximately 4.7 million women and young children, about 55 percent of 8.6 million who are eligible.

Funding Trends: In Fiscal Year 1990, WIC received $2.1 billion to assist low-income mothers and their children. For FY91, WIC was appropriated $2.3 billion, slightly more than enough to keep pace with inflation.

FY91 Funding Level: $2.4 billion

Full Funding Estimate: $4.4 billion

Administered by the U.S. Department of Agriculture

nea

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